No. P W. 230-33—K. S. S. 422-25, dated 4th May 1922.

Under section 3 of the Land Acquisition Regulation, No. VII of 1894, it is hereby declared that the lands described hereunder are required for a public purpose, *viz*, widening old Mandagere Channel, and under Sections 7 and 8 (c) of the said Regulation, the Assistant Commissioner and Special Land Acquisition Officer, Krishnarajasagara, is authorised to take order for the acquisition of the said lands.

District	Taluk	Hobli	Village	Names of khatedars or owners	Survey No. or Mi. No.	Whether dry wet, garden, vacant site, house (tiled, terraced or mud-roofed)	Total extent	Kharab	Remaining extent	Assessment	Extent now required		Boundaries			
											Extent	Assessment	East	West	North	South
							A. g.	A. g.	A g.	Rs a.	A. g.	Rs a. p.				
Mysore	Krishnarajapete	Akkihebbal	S. L. Dadanahalli	Narasimhabhatta	16	Dry ..	1 21	0 25	0 36	0 8	0 7	0 1 6	Out of S. No 16	Channel .	Channel ..	Boundary of Akkihebbal village
				Thimmappiah Seetharamiah	17	Do ..	4 13	0 35	3 18	1 8	0 1	0 0 2	S. No. 19 ..	Out of S No. 17 ..	Do	Out of S. No. 17
				Do	19	Do ..	4 1	0 35	3 6	1 8	0 5	0 0 10	S. No 20 .	S. No. 17 ..	Do	Out of S. No. 19
				Do	20	Do ..	3 38	0 38	3 0	2 4	0 9	0 2 7	S. No 42 ..	S No. 19 ..	Do	Out of S. No. 20
				Naranappa *alias* Puttanna ..	42	Do .	3 27	1 27	2 0	1 0	0 8	0 1 6	Out of S No 42	Channel .	Do	S. No. 20
				Puttamma *alias* Lakshmidevamma ..	45	Do ..	3 13	0 0	3 13	3 0	1 35	1 12 0	Out of S. No. 45	Hikkal ..	Out of S. No 45	Out of S. No. 45 and Hikkal.
				Madasetty *bin* Channasetty	46	Do ..	8 36	0 4	8 32	9 8	2 38	3 0 0	Out of S No 46	Out of S. No 46	Hikkal .	S. No. 45
				Srikantasastry	47	Wet ..	2 8	1 5	1 3	5 8	0 1	0 2 9	Out of S No 47	Channel	Water path ..	Channel
				Inamdar	43	Gomal .	16 10	16 10	..	..	0 19	0 8 0	Channel .	Out of S. No. 43	Out of S. No. 43	Do
										Dry	5 23					
										Wet	0 1					
										Gomal	0 19					
				Total ..	..		..	..	..	..	6 3	5 13 4				

REMARKS.—A plan of the property to be acquired can be inspected by the public in the Special Land Acquisition Office, Krishnarajasagara

By Order,
S. CADAMBI,
Secretary to Government, P W Department.

PART II—Section 1.

APPOINTMENTS, POSTINGS, TRANSFERS, POWERS, LEAVE AND OTHER PERSONAL NOTICES

CHIEF SECRETARIAT.

No. 784—*C. B.* 38-22-1, *dated* 15*th August* 1922.

With effect from 1st August 1922, the appointment of Muzrai Superintendent and *ex-officio* Secretary to Government, Muzrai Department, is abolished and the duties of the latter will be performed by the Revenue Secretary to Government.

The Revenue Commissioner in Mysore is hereby appointed *ex-officio* Muzrai Commissioner in Mysore.

By Order,
B. VENKOBA RAO,
General Secretary,
For *Chief Secretary to Government.*

GENERAL SECRETARIAT.

No. P. 1195—*Cts.* 48-22-1, *dated* 18*th August* 1922.

Mr. D. Raghavendra Rao, B.A., LL.B, Advocate, Bangalore, is appointed to act as Munsiff in the vacancy caused by the appointment of Mr. A. Srinivasaraghavachar as acting Registrar of the Chief Court of Mysore.

By Order,
B. VENKOBA RAO,
Secretary to Government,
General Department.

REVENUE SECRETARIAT.

No. R. 962—*L. R.* 63-22-3, *dated* 9*th August* 1922.

Mr. B. Venkatakrishnappa, *sub pro tem* Amildar, IV class, Mudgere Taluk, is confirmed in that appointment, with effect from 15th May 1921, *vice* Mr. C. B. Shama Rau.

No. L. 1849—*Med.* 14-22-9, *dated* 22*nd August* 1922.

Under Article 205 of the Mysore Service Regulations, Mrs. B. Perriton, M.D., Assistant Surgeon and Lady Medical Officer, Maternity Hospital, Robertsonpet, is granted twenty-five days' furlough from the 26th July 1922.

During the above period or until further orders, Mr. C. Rajagopal Mudaliar, Offg. Surgeon in charge of the Civil Hospital at Robertsonpet, will be in charge of the Maternity Hospital, in addition to his own duties.

No. L. 1804—*A. & E.* 38-22-4, *dated* 21*st August* 1922.

Under the terms of employment sanctioned in Government Order No. L. 211-2—A. & E. 66-20-23, dated the 21st July 1921, Miss Eki Sato, Lady Silk Expert, is granted combined leave for a period of four months with effect from 1st June 1922, of which one month will be treated as privilege leave on full pay, another month as furlough on half pay and the rest as extraordinary leave without allowances.

By Order,
T. E. JEYARAMA IYER,
Secretary to Government, Revenue Department.

PUBLIC WORKS SECRETARIAT.

No. P. W. 259—*E.* 1383, *dated* 17*th August* 1922.

Mr. N. Anandalwar, B.A., C.E., Executive Engineer, whose services were lent to the City Improvement Trust Board, Mysore, is, on expiry of his leave, reverted to the Public Works Department.

By Order,
S. CADAMBI,
Secretary to Government.
P. W. Department.

Pagination not in order
Contd. next page.

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The Mysore Gazette.

Vol. 57.] PUBLISHED BY AUTHORITY. [No. 34.

BANGALORE, THURSDAY, AUGUST 24, 1922.

PART I.

IMPORTANT GOVERNMENT ORDERS.

Reorganisation of Industrial and Technical Education.

READ—

Government Order No. SSE1-40—Edn. 462-09-24, dated 1st May 1913, passing orders on the reorganisation of Industrial and Technical Education in the State.

2. Government Order No. S438-9—Edn. 157-15-7, dated 16th November 1916, revising the scale of establishment and other charges of the Commercial Section of the Chamarajendra Technical Institute, Mysore.

3. Government Order No. 4069-71—Edn. 158-15-6, dated 4th December 1916 revising the scale of charges of the Commercial School, Bangalore.

4. Government Order No. 7823-6—Edn. 82-18-12, dated 20th February 1918, revising the scale of pay of the Shorthand Typist for the Commercial School, Bangalore from Rs. 40 to Rs. 50.

5. Government Order No. 903-7—Edn. 488-208, dated 26th August 1924, sanctioning the appointment of a Mahratti Teacher on Rs. 25 per mensem in each of the two schools and the continuance of the classes in Gujarati and ordering the discontinuance of the classes in the other languages in the Commercial Schools of Bangalore and Mysore.

6. Correspondence ending with letter No. H. C. 688—21-22, dated 3rd July 1922, from the Inspector-General of Education in Mysore, submitting proposals for the retrenchment of expenditure on the Government Commercial Schools of Bangalore and Mysore.

ORDER No. E. 1273-5—EDN. 414-21-5, DATED BANGALORE, 24TH AUGUST 1922.

In accordance with Government Order No. SSE1-40—Edn. 462-09-24, dated the 1st May 1913, Commercial Schools were started at Bangalore and Mysore providing for instruc-

Registered No. M.—1175.

The Mysore Gazette.

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BANGALORE, THURSDAY, AUGUST 24, 1922

PART I.

IMPORTANT GOVERNMENT ORDERS

Reorganisation of Industrial and Technical Education.

EAD—

Government Order No 8834-40—Edn 462-09-24, dated 1st May 1913, passing orders the reorganisation of Industrial and Technical Education in the State

2 Government Order No 3498-9—Edn 157-13-7, dated 16th November 1916, revising e scale of establishment and other charges of the Commercial Section of the Chamarajen- a Technical Institute, Mysore

3 Government Order No 4069-71—Edn 158-15-6, dated 4th December 1916 revising e scale of charges of the Commercial School Bangalore

4 Government Order No 7825-6—Edn 82-18-12 dated 20th February 1919, raising e scale of pay of the Shorthand Typist for the Commercial School, Bangalore from Rs 40 Rs. 50

5 Government Order No 9035-7—Edn 486-20-4, dated 26th August 1921 sanctioning e appointment of a Mahratti Teacher on Rs 25 per mensem in each of the two schools and e continuance of the classes in Gujarati and ordering the discontinuance of the classes in e other languages in the Commercial Schools of Bangalore and Mysore

6 Correspondence ending with letter No H C 656—21-22 dated 5th July 1922, from e Inspector General of Education in Mysore, submitting proposals for the retrenchment expenditure on the Government Commercial Schools of Bangalore and Mysore

ORDER No. E 1273-5—EDN 414-21-5, DATED BANGALORE, 21ST AUGUST 1922

In accordance with Government Order No 8834-40—Edn 462-09-24 dated the 1st ay 1913, Commercial Schools were started at Bangalore and Mysore providing for instruc-

tion in short-hand, typewriting, banking and other commercial subjects. The number of pupils was 173 and 103 in the Bangalore and Mysore Schools respectively in 1920-21 as against 166 and 165 in the previous year. The expenditure on these institutions was Rs. 6,448 and Rs. 7,545 respectively in the year 1920-21 against a fee income of Rs. 2,237 in Bangalore and Rs. 1,380 in Mysore. The schools have served the purpose of stimulating commercial education in the State. The vernacular sections have however not been popular and they were ordered to be discontinued from 1921-22.

2. Prior to 1917 there was provision for commercial instruction only in these special schools. Since then facilities for commercial instruction of an elementary standard have been provided for in High Schools. Such facilities are now available in almost all the High Schools. The courses and curricula in Commercial Schools were revised in May 1920 and reorganised into a junior course corresponding to the Commerce course in the High Schools and a Senior Commercial Course.

3. The question of reducing expenditure on the Commercial Schools in view of the developments since the schools were started, without diminishing their usefulness has been under consideration in connection with the economies to be effected in the Education Department. The Inspector-General of Education reports that at present there is demand for Commercial Instruction mainly from private students and that the expenditure on the schools in connection with the teaching of vernacular languages, and the scale of ministerial and menial establishments are capable of reduction. As these proposals will not reduce the facilities for instruction in the Commercial subjects, Government are pleased to approve of the proposals of the Inspector-General of Education for the revision of the scale of establishment of these schools as appended to this order.

Statement showing the present and sanctioned establishment charges of the Government Commercial Schools at Bangalore and Mysore.

Present Establishment			Establishment now sanctioned		
		Rs.			Rs.
2	Head Masters (Rs 75—10—125) ..	216¾	2	Head Masters (Rs. 75—10—125 ..	216¾
2.	Instructors (Rs. 57—4—77) ..	140¾	2	Instructors (Rs. 57—4—77) ..	140¾
3.	Instructors (Rs. 55)	165	2	Instructors (Rs. 55)	110
2	Instructors (Rs. 45) .. .	90	6	Servants 2 (Rs. 12), 2 (Rs 11), 2 (Rs. 10)	66
3	Teachers (Rs. 30)	90	2	Allowances to 2 teachers for doing clerical work (Rs 15) ..	30
1.	Teacher (Rs 20) .. .	20			
2	Writers (Rs. 35)	70			
2	Allowances (Rs. 30)	60			
	Servants 2 (Rs 15), (Rs 12), 4 (Rs 11), 2 (Rs. 10) .. .	106			
	Allowance to a clerk of the Commercial School Committee, Mysore ..	5			
		963¾ per mensem			563¾ per mensem
	or	11,560 per annum		or	760 per annum
Contingencies		1,000 per annum			700 do
	Total	12,560		Total	7,460

B VENKOBA RAO,
General Secretary,
For Chief Secretary to Government

PROCEEDINGS OF THE GOVERNMENT OF HIS HIGHNESS THE MAHARAJA OF MYSORE.

Revised Curricula of Studies.

READ—

Letter No. C. 3427—21-22, dated 27th May 1922, from the Inspector-General of Education in Mysore, submitting for approval with reference to paragraph 18 of Government Order No. 11180-250—Edn. 498-20-1, dated 25th May 1921, a revised curricula of studies for Middle Schools for a four-year course.

ORDER NO. E. S73-5—EDN. 121-21-71, DATED 2ND AUGUST 1922.

Approved.

K. MATTHAN,
Chief Secretary to Government.

CURRICULA OF STUDIES FOR MIDDLE SCHOOLS.

Subject	I year class	II year class	III year class	IV year class
oral In-uction.	1. Duty to parents 2. Duty to teachers 3. Duty to State 4. Duty to fellow men 5 Good manners 6. Thrift 7. Charity 8. Truthfulness 9. Integrity 10. Courage 11. Diligence 12. Humility 13. Self Sacrifice	1. Self-control 2. Self respect 3. Modesty 4. Purity in speech 5. Honesty 6. Patriotism 7. Beneficence 8. Reverence	1. Conscience.—Its supreme authority. Right and wrong 2 Reward and punish-ment 3. Moral responsibility 4. Self-culture 5. Obligations to the past 6. Character and effect of conduct on charac-ter.	1. Sobriety 2. Chastity in m and body 3 Chivalry 4. Social service 5. Moral choice a decision 6. Moral courage 7. Virtue—its own ward Scorn of consequer 8. Aims of life 9. What is success 10. Obligations to future

NOTE.—Frequent reference should be made to what is taught in the previous classes.

NOTE—1. As far as possible, the lessons should be in the form of talks, which should be fully interspers with concrete illustrations taken from the lives of heroes and heroines of India and ot countries and out of the experiences of the pupils, since mere disquisitional lectures abstract notions and topics are not likely to prove very beneficial.

2. The illustrations selected should be suited to the class and should differ according to a capacity, sex and previous experience, etc., of the pupils

3. The home life and the relation of the women to the rest of the world should receive spe attention in girls' schools.

4 The main aim of these lessons should be not so much to get the pupils to listen to and able to repeat some common place platitude about morality and morals, but to stimul their outlook on life and to direct their attention to the beauties of a pure and moral life

nglish Lan-uage—				
Reading	1. Reading the Primer Longman's New English Course for Indian schools 2. Longman's First Reader. The first 15 lessons NOTE -1 The me-thod should be mainly conversational 2. Meanings of words, phrases and sen-tences should be im-pressed by means of concrete illustrations	MacMillan's New English Reader No II	MacMillan's New English Reader No III	1 Study of the follo ing in detail.— Prescribed Text-bo or books. (b) Abo 150 lines of poe taken from st books as Barro Readings in Poet Junior course (sel tions to be publishe 2. Study of book books prescribed, l not in detail

NOTE— 1. The subject matter should be thoroughly impressed.
2. English Grammar and idiom arising out of the Te book should receive special attention
3 Exercises in paraphrase of selected poems should set about 10 exercises in a year

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
(b) Recitation		60 lines of poetry from the reader	80 lines of poetry from the reader.	100 lines of poe from the reading book
		NOTE.—1. This lesson should form part of the reading lesson. 2. Reading and recitation from books other than th prescribed should be specially encouraged.		
(c) Writing ...	To be done as part of the class work writing in square ruled copy books.	To be done as part of the class work. Writing in large hand.	To be done as part of the class work. Writing in small hand on single lines	To be done as ho exercise. Writing running hand w and without lines.
	NOTE.—1. Every pupil should show at least 35 copies per year. 2. A separate room fitted up properly should be set apart for this lesson in the first 3 class The teacher should go round the class when the pupils are writing and correct the mistal with the aid of the black-board. 3. All copy books should be collected at the end of the lesson and kept in the class room. 4. Neatness of writing should receive special attention wherever writing enters. 5. Whenever possible, the model should be put up on the black-board.			
(d) Spelling and Dictation.	Oral spelling from the Primer and the reader. Pupils should be trained to copy passages from the reader.	Oral spelling from the reader. Pupils should be trained to write a short passage from the reader to dictation.	Writing of passages from the text to dictation.	Writing to dictation passages from a outside the text a words that are co monly misspelt.
	NOTE.—1. Particular attention should be paid to the correct syllabification of words, the use of cap letters and punctuation marks and neatness of handwriting. 2. At the end of each lesson, the teacher should make a list of words that are commonly mi spl and give the pupils a thorough drill.			
(e) Conversation and Composition.	Conversation with the teachers on objects in and round about the school. NOTE.—Direct method should be employed during these lessons	Conversation with the teacher on topics of general interest. NOTE.—Pupils should be encouraged to construct complete sentences and the black-board should be freely used. 2. Pupils may be encouraged to write out short sentences on topics supplied	1. Conversation with the teacher on topics of general interest. 2. Written composition. (a) Reproduction of short stories read or heard in the class. (b) Writing simple descriptive and narrative essays. (c) Letter writing.	1. Conversation on topics of current a gereral interest. 2. Written compo tion. (a) Reproduction o stories read, (b) C structing short sto when the outlines given. (c) Writing in pupils own wo the subject matte passages read heard. (d) Constr tion of simple desc tive and narrat essays. (e) Lette writing.
			NOTE.—1. The number of written exerc done in a year should not less than 16 and each exer should cover at least 2 qua pages and should be carefu corrected, dated and initial by the teacher 2. Such of the exercises as are ba written should be re-writ after they are corrected by teacher.	
(f) Translation	1. Translation of passages in the reader into vernacular		Translation of passages in English into Vernacular and *vice-versa* Pupils sho show at least 25 written exercises per yea	

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
	2. Translation of simple sentences from the Vernacular into English. NOTE.—The lessons should be conducted mainly orally with the aid of the black-board and the pupils should be made to copy the black-board summary of the lesson.		NOTE.—1. Passages selected should be of th same standards as those prescribed f the English Lower Secondary E amination and should be graduated.	
Grammar		1. Pointing out subject, predicate and object in a sentence. 2. Construction of simple and compound sentences. 3. Recognising simple parts of speech. "Parsing and Analysis" by Nesfield may be used as the Text-book.	1. "Outlines of Engligh Grammar" by Nesfield. Half of formal Grammar as treated therein. 2. Construction and analysis of simple and compound sentences. 3. Rewriting of sentences as directed simple exercises. 4. Simple parsing.	1. "Outlines of Eng lish Grammar" b Nesfield. The whole 2. Construction an analysis of simpl compound and com plex sentences. 3. Rewriting of sen tences as directed simple exercises 4. Direct and Indirec speech. 5. Simple parsing.
			NOTE.—1. The teacher should consult th following books on Grammar. (a) "Revised English Grammar fo beginners" by West. (b) "First steps in English" b Mason.	
NOTE.—2. As far as possible the Grammar and the reading lesson should be correlated.				
Vernaculars. Kannada Reading.—	1. Prose-supplementary Kannada Reader 2. Poetry-Padyasangraha, stanzas 99—153 (Nalacharitre).	1. Prose-Raghukula Charitre, by Mr. Doddabele Narayana Sastri or any other prescribed prose book of the same standard. 2. Poetry.—Padyasangraha, stanzas 1—99.	1 Prose-one of the Upakhyanas in Kannada Mahabharata *e. g.* Nalapakhyana or Savitri Charitre, Satyavathi Charitre, etc to be prescribed 2 Poetry.—Dilipa Charitre, by Mr. S. G Narasimha Char, 75 stanzas	1. Prose About 12 pages of prescribe matter selected fron out of books such a Bharatha Kathasan graha, Kannada Ma bhabharata, Valmik Ramayana, Sumath Madana Kuma Charitre, etc. 2. Poetry.—Detailed study of about 10 stanzas, selected from out of such books a Thorave Ramayana Ajanrupa Charitre Damayanthiswayam vara, Chandrahasana balya, Sri Ramabhyu daya Kusuma Man jari, Keladirupavi jaya (Mysore Univer sity Edition).
NOTE.—The meanings of words and phrases and the subject matter of what is read should be thoroughly impressed.				
Recitation	Reciting select verses from the prescribed reading book or from Padyasara as part o reading lesson. Special attention should be paid to the mode of delivery.			
	About 20 stanzas	About 25 stanzas	About 30 stanzas	About 40 stanzas

Curricula of studies for Middle Schools—*contd.*

bject	I year class	II year class	III year class	IV year class
	NOTE.—The lesson should be conducted as part of the reading lesson			
c) Writing.	The period allotted to this lesson may be utilised for additional composition exercises.			
d) Dictation	Writing passages, selected from the reading book or a book of equal difficulty to tation.			
e) Composition.	The standard required will be slightly higher than that required under English (2 above)			
f) Grammar	do	do.		
1. Elementry Mathematics.	1. Notation and numeration. 2. The first four rules and problems based thereon. 3. Compound addition, subtraction, multiplication and division. 4 G C M & L.C.M. 5. Simple problems involving fractions	1. Vulgar Fraction. 2. Simple practice. 3 Reduction 4. Multiplication of compound quantities by vulgar fractions 5 Simple proportion (Unitary method) 6 Fairly complex questions on vulgar fractions 7 Problems involving fractions 8. Use of Linear scales	1. Decimals 2 Problems involving fractional parts 3 Compound practice 4 Compound proportion (unitary method) 5 Easy problems on time and work and time and distance 6. Conversion of vulgar fractions into decimals and *vice versa* 7. Short methods in multiplication and division, simple examples 8 Multiplication and division by factors 9 The use of the protractor 10 Graffic methods of working out sums on multiplication and division 11 Graphic representation of fractions 12 Graphic methods of working out addition subtraction, multiplication and division	1 Simple interest 2. Profit and loss 3. Square Measure 4 Fairly difficult questions on time and work and time and distance. 5 Income-tax. 6 Use of compasses describing circles given Radii. 7 Bisection of straight lines and angles 8 Construction of triangles given.—The three sides, Two sides and the included angle, One side and the angles adjacent to 9 Solution of simple question on time and distance, time and work, etc by the Graphic method.
	NOTE.—1 Ankaganithadarsa in Kannada, Part I by Mr S T Raghavachar may be used as the text book in this class.	1 Ankaganithadarsa, Parts I and II in Kannada by Mr S T Raghavachar may be used as the text book in these classes.		

2 Mr. Radhakrishna Aivar's Arithmetic in English intended for middle schools may be used the text book if a suitable book in the language in which the pupils are to be taught is available.

3 Hall and Steven's Practical Geometry—the earlier part—may be used for the portion of syllabus on Geometry.

4. A good amount of work should be done mentally and the questions selected, for demonstration and practice should have a bearing on everyday life and experience

5. It should be remembered that presenting the correct steps by which the answer is obtained as important as obtaining the correct answer

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
Indian History.	A. Geography of India in brief. Its position. Natural boundaries. Nature of coast line. Want of good harbours. Relief. The Indo Gangetic plain. The Deccan and the coast strips; productivity of the soil, Man-time trade in Ancient times. *B. The Hindu period.* 1. *The Vedic age.*— The original home of the Aryans. The Aryans in Hindustan. Struggle with the Aborigines. Aryan settlement on the Indus and the Ganges. The principle divisions of Hindustan in the Vedic Times. 2. *The Epic Age.*— The epic and their themes. The kurus, the panchalas and the kosalas. 3. *The Hindu expansion over India* and the civilisation of the Aryans. 4. The epoch of new religious-Jainism and Buddhism-career of Buddha. The rise of the kingdoms of Magadha. The Nandas, Chandragupta Mourya. The conquests of Darius and Alexander India after Alexander's death. Social and Economic condition of Northern India (B. C 600-350). Life of the people, Caste, Occupations. Nature of Government, Roads, Taxes, Education, etc. Map- Alexander's empire and his Indian campaign. 5. Hindu India from the beginning of the Mauryan dynasty till the 7th Century A. D. Extent of the	A. The rise and fall of the Mahrattas, Sivaji, Balaji Viswanath, Baji Rao, Balaji-Baji Rao, Madhu Rao, Baji Rao II causes for the downfall of the Mahratta power. (Map to illustrate the early Mahratta History.) B. The Sikhs, Guru Govind, their persecutions by the Moghuls, Ranjit Singh. C. *The British period.* —Beginnings of European commercial enterprise in the East. Early voyages to India and the first European settlements in India. The Portuguese empire in India, its growth and expansion. Albuquerque and causes for the decline of the Portuguese Empire. The Dutch, The French (1667-1740). 2. Growth of the Political power of the English East India Company till 1818. Consolidation of the East India Company, War between the French and the English (1746-1754), the war in the Karnatic 1756-1763) The conquest of Bengal; Plassy and Buxar, Company's new rule in Bengal (1760-1765) Administration reforms by Clive. The Regulating Act of 1773. Warren-Hastings as Governor-General, Cornwallis, Wellesly and Hastings. (Map to illustrate the French Wars in India and maps of India in 1795 and in 1805 A. D).	A. India under the Corwn 1858-1920. The Viceroys Lord Canning, the first Viceroy. Lord Ripen and his reforms. Lord Dufferin and the conquest of Burma. The Indian National congress. The Golden Jubilee of the Great Queen Victoria, 1887. Lord Lansdowne, the Legislative Council Reforms, Lord Elgin. The famine and the plague. The diamond Jubilee. Lord Curzon. Death of Queen Victoria, Delhi Durbar the Partition of Bengal the visit of the Price and the Princess of Wales (the Present King Emperor and Queen Mary.) Lord Minto-Council Reforms, Death of the King Emperor or Edward VII, and the accession of King George V, Lord Hardinge-Delhi Durbar, the beginning of the Great European War and the part played by India therein. Lord Chemlmsford and the Government of India Act of 1919. B. Revision of the portion in the I year class in greater detail.	A. Revision of the portions done in the II and III year classes in greater detail. B. Indian Civics—N. B. in this connection special reference should be made to administration of Mysore and her institutions. Reorganisation of the provinces in 1860. The Indian High Courts of Judicature, Railways, Education C. The principles of the British Rule. Religious toleration. Equality of rights. local self-Government, progress in public work. Roads, Railways, Canals, Posts and Telegraph. Famine relief, Agricultural Banks and Savings Banks. Co-operative Credit movement. Encouragement of Industries, Surveys, Mines, Forests, Sanitation, Public Health and Education. D. The Indian Consitution. The Government of India under Act of 1919. The Secretary of State and his Council. The Governor-General and his councils Provincial Government and their councils. External defence. Police, Jails, administration of Justice revenues of India. E. Progress of India under British Rule. F. General Revision.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class.
(c) Writing	Pupils should practice writing running hand throughout the school course. Each pu should show 50 copies per year and each exercise should be carefully corrected the teacher.			
NOTE.—Special attention should be paid to neatness of writing in all lessons where writing enters.				
(d) Dictation	Writing to dictation—one period per week should be devoted to this lesson and all t exercises should be graduated according to difficulty.			
(e) Composition	Vakyarachana-Krama about 40 pages.	Vakyarachana-Krama, the whole.	1. Prabandha Manjari about half.	1. Probhandha Manjari, the whole.
NOTE.—The exercises in the books prescribed should be supplemented with other exercises in compositic based, on Lekhya Bhodhini and the reading books.				
(f) Grammar	1. Vachaka Bodhini, the whole. 2. Main rules on Sandhi.	Hosakannada Vyakarana, the whole.	Sabdadarsa. pp. 1—33	Sabdadarsa pp. 34—(
B. Urdu. (a) Reading.	Urdu Reader No. 4. Punjab Series.	1. Urdu Reader No. 5 2. Poetical selections (to be prescribed).	1. Urdu Reader No. 6 2. Poetical selections (to be prescribed).	Study of prescribed book or books.
NOTE.—1. The meanings of words and phrases and the subject matter should be thoroughly impressed. 2. Reading a part from the reading books prescribed should be encouraged.				
b) Recitation	Reciting select lines of poetry with special reference to sense.			
c) Writing	60 Couplets. Copy Book No. 3.	80 Couplets. To write running hand.	100 Couplets.	100 Couplets. About 50 exercises per year.
d) Dictation	Writing select passages from out of the prescribed reading book or a book of equa difficulty to dictation—one period per week should be devoted to this lesson an all the exercises should be carefully corrected and the exercises should be gradu ated according to difficulty.			
e) Composition.	1. To reproduce a short story heard or read. 2. Letter writing subject being mainly narrative and descriptive 3. Essay writing.	1. To construct a story given, the outlines. 2. Writing letters on social and business matters. 3. Essay writing.	1. Writing letters, descriptive of travels, incidents, visits to places of public resort, etc. 2. Simple business and social correspondence. 3. Essay writing.	Same as in class III, bu the standard shoul be a little higher.
f) Grammar ...	Elementary Rules of Grammar, conjugation of Verbs and simple parsing, Hiftahul-Qavaid by Pandit Hemraj (the whole).	Afzalul Qavaid. (The first one-third).	Afzalul Qavaid. (The second one-third part).	Afzalul Qavaid, th whole General princ ples and rules o Grammar and analy sis of sentences.
C. Telugu— (a) Reading ...	To read Longman's Third Reader or Kumara IV Reader and be able to answer questions on the meanings of words and phrases, etc., and the subject matter.	To read the prescribed book or books and be able to answer question on the meanings of words and phrases, etc., Grammar arising ou of the text and the subject matter. Ananda or Kumara V Reader.	Ananda or Kumara VI Reader.	Selections to be pre scribed by the de partment from tim to time.
NOTE.—Reading books like those named below should be encouraged apart from the reading books pre scribed above.				
	1. Sisutharagathi Kathalu. 2. Aesop's Fables, Part I (V. R. & Sons). 3. Telugu Story reader (MacMillan & Co.) 4. Sohrab and Rustum	1. Aesop's Fables, Part II. 2. Salivahana Charithre (V. R. & Sons) 3. Rukmmikalyanam 4. Tales from Vikrama.	1. Gajendra Mokshom. 2. Vemana's Life ... 3. Story of five thieves. 4. Kuchela Upakhyanam.	1. Life of Krishna devaraya. 2. Life of Ramanuja 3. Satyasena Vijayam. 4. Panchatantram. 5. Nithichandrike.

Curricula of studies for Middle Schools—*contd.*

ubject	I year class	II year class	III year class	IV year class
	Mac Millan & Co.) 5. Sumatisatakam ... 6. Neethi Sathakam...	5. Mac Millan's Telugu V Reader. 6. Bethalakathalu (V. R. & Sons).	5. Ananda VII Reader. 6. Stories of Akbar (Mac Millan & Co.) 7. Romantic Tales (Longman's & Co. 8. Sangraha Ramayanam.	6. Bommala Bhugolam. 7. Selections in Telugu Prose and Verse Part I (Mac Millar & Co.) 8. Life of Sivaji (V R & Sons.) 9. Stories from Tagore (First three stories Mac Millan & Co.)

[OTE.—The teacher may consult books like Bhagavatham, Bharatam, Manucharitre, Lives of Telugu Poets, etc.

ecitation	Reciting select verses from out of the prescribed text book or books such as Sumathi Satakam, Nithi-Satakam, Rukmini Kalyanam or Gajendra Mokhsam, etc.			
	About 20 verses ...	About 25 verses ...	About 30 verses ...	About 40 verses.
	NOTE.—To be done as part of the reading lesson.			
riting ...	As in the syllabus for Kannada.			
ctation ...	Do		do	
mposition.	Step by step in composition, Part I (C. Coomaraswamy Naidu & Sons.)	Step by step in composition, Part II.	As in the Urdu syllabuses and A study of "Errors in Telugu Composition."	

[OTE.—All exercises should be carefully corrected by the teacher and a few at least rewritten by the pupils

ammar ...	Venkiah's Grammar (Sandhi Parichedam)	Venkiah's Grammar (From the beginning to Ajanta Parichedam).	Venkiah's Grammar. (The whole).	Rudiments of Telugu Grammar by Abboy Naidu. The whole or Andhra Sabdamanjari. The whole.

'OTE.—The teacher may consult the following books:—Rudiments of Telugu Grammar, by Papiah Sastry, etc.

mil—				
ading ...	Tamil Reader No. 4.	Tamil Reader No. 5.	Tamil Reader No. 6.	Selections to be prescribed by the Department from time to time.

'OTE.—1. Meanings of words and phrases should be thoroughly impressed.
2. Pupils should be able to answer questions on the subject matter, Grammar arising out of the reading books.

citation...	To recite select verses from out the prescribed text book or books of the same standard in difficulty.			
	About 20 verses.	About 25 verses.	About 30 verses.	About 40 verses.
/riting.	As in the syllabus for Kannada.			
	Mac Millan's Copy Book No. 5.	Mac Millan's Copy Book No. 6.		
Dictation.	As in the syllabus for Kannada.			
Composi-	1. Essay writing 2. Letter writing	1. Essay writing 2. Writing letters and petitions.	1. Essay writing. 2. Writing letters and petitions, etc.	

[OTE.—All the exercises should be carefully corrected by the teacher and a few at least rewritten by the pupils.

Grammar.	A text book of Tamil Grammar, Book I. Mac Millan & Co.	A text book of Tamil Grammar, Book II.	A text book of Tamil Grammar, Book III, first half.	A text book of Tamil Grammar, Book III, the whole.
Inglish.— ective)				
Reading.	The standard required will be slightly higher than that required under English— (2 above) suitable text books will be prescribed for the different classes from time to time.			
Recitation	Reciting select lines of poetry from the prescribed text or a book of equal difficulty.			
	60 Lines.	80 Lines.	100 Lines.	120 Lines.

Curricula of studies for Middle Schools—*contd.*

ıbject	I year class	II year class	III year class	IV year cl
OTE.—The lesson should be conducted as part of the reading lesson.				
c) Writing.	The period allotted to this lesson may be utilised for additional composition exercises.			
d) Dictation	Writing passages, selected from the reading book or a book of equal difficulty to dı tation.			
e) Composi-tion.	The standard required will be slightly higher than that required under English (2 above).			
f) Grammar	do	do.		
I. Elementry Mathematics.	1. Notation and numeration. 2. The first four rules and problems based thereon. 3. Compound addition, subtraction, multiplication and division. 4. G.C.M. & L.C.M. 5. Simple problems involving fractions.	1. Vulgar Fraction. 2. Simple practice. 3. Reduction. 4. Multiplication of compound quantities by vulgar fractions. 5. Simple proportion (Unitary method). 6. Fairly complex questions on vulgar fractions. 7. Problems involving fractions. 8. Use of Linear scales.	1. Decimals. 2. Problems involving fractional parts. 3. Compound practice. 4. Compound proportion (unitary method) 5. Easy problems on time and work and time and distance. 6. Conversion of vulgar fractions into decimals and *vice versa*. 7. Short methods in multiplication and division, simple examples. 8. Multiplication and division by factors 9. The use of the protractor. 10. Graffic methods of working out sums on multiplication and division 11 Graphic representation of fractions 12. Graphic methods of working out addition, subtraction, multiplication and division.	1. Simple interest. 2. Profit and loss. 3. Square Measure. 4. Fairly difficult questions on time and work and time and distance. 5. Income-tax. 6. Use of compasses describing circles o given Radı. 7. Bisection of straight lines and angles. 8. Construction of triangles given.— ı The three sides, ıı Two sides and the included angle, iii One side and the angles adjacent to it. 9. Solution of simple question on time and distance, time and work, etc., by the Graphic method.
	NOTE.—1. Ankaganithadarsa in Kannada, Part I, by Mr. S. T. Raghavachar may be used as the text book in this class.	1. Ankaganithadarsa, Parts I and II in Kannada by Mr. S. T. Raghavachar may be used as the text book in these classes.		

2 Mr. Radhakrishna Aiyar's Arithmetic in English intended for middle schools may be used the text book if a suitable book in the language in which the pupils are to be taught is ı available.

3. Hall and Steven's Practical Geometry—the earliar part—may be usod for the portion of t syllabus on Geometry.

4. A good amount of work should be done mentally and the questions selected, for demonstrati and practice should have a bearing on everyday life and experience.

5. It should be remembered that presenting the correct steps by which the answer is obtained as important as obtaining the correct answer.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
Indian History	A. Geography of India in brief. Its position. Natural boundaries. Nature of coast line. Want of good harbours. Relief. The Indo Gangetic plain. The Deccan and the coast strips; productivity of the soil, Man-time trade in Ancient times. *B. The Hindu period.* 1. *The Vedic age.*—The original home of the Aryans. The Aryans in Hindustan. Struggle with the Aborigines. Aryan settlement on the Indus and the Ganges. The principle divisions of Hindustan in the Vedic Times. 2. *The Epic Age.*—The epic and their themes. The kurus, the panchalas and the kosalas. 3. *The Hindu expansion over India* and the civilisation of the Aryans. 4. The epoch of new religious-Jainism and Buddhism-career of Buddha. The rise of the kingdoms of Magadha. The Nandas, Chandragupta Mourya. The conquests of Darins and Alexander. India after Alexander's death. Social and Economic condition of Northern India (B. C. 600-350). Life of the people, Caste, Occupations. Nature of Government, Roads, Taxes, Education, etc. Map- Alexander's empire and his Indian campaign. 5. Hindu India from the beginning of the Mauryan dynasty till the 7th Century A. D. Extent of the	A. The rise and fall of the Mahrattas, Sivaji, Balaji Viswanath, Baji Rao, Balaji-Baji Rao, Madhu Rao, Baji Rao II causes for the downfall of the Mahratta power. (Map to illustrate the early Mahratta History.) B. The Sikhs, Guru Govind, their persecutions by the Moghuls, Ranjit Singh. C. *The British period.*—Beginnings of European commercial enterprise in the East. Early voyages to India and the first European settlements in India. The Portuguese empire in India, its growth and expansion. Albuquerque and causes for the decline of the Portuguese Empire. The Dutch, The French (1667-1740). 2. Growth of the Political power of the English East India Company till 1818. Consolidation of the East India Company, War between the French and the English (1746-1754), the war in the Karnatic 1756-1763). The conquest of Bengal; Plassy and Buxar, Company's new rule in Bengal (1760-1765) Administration reforms by Clive. The Regulating Act of 1773. Warren-Hastings as Governor-General, Cornwallis, Wellesly and Hastings. (Map to illustrate the French Wars in India and maps of India in 1795 and in 1805 A. D).	A. India under the Corwn 1858-1920. The Viceroys Lord Canning, the first Viceroy. Lord Ripen and his reforms. Lord Dufferin and the conquest of Burma. The Indian National congress. The Golden Jubilee of the Great Queen Victoria, 1887. Lord Lansdowne, the Legislative Council Reforms, Lord Elgin. The famine and the plague. The diamond Jubilee. Lord Curzon. Death of Queen Victoria, Delhi Durbar the Partition of Bengal the visit of the Price and the Princess of Wales (the Present King Emperor and Queen Mary.) Lord Minto-Council Reforms, Death of the King Emperor or Edward VII, and the accession of King George V, Lord Hardinge-Delhi Durbar, the beginning of the Great European War and the part played by India therein. Lord Chemlmsford and the Government of India Act of 1919. B. Revision of the portion in the I year class in greater detail.	A. Revision of the portions done in the II and III year classes in greater detail. B. Indian Civics—N. B. in this connection special reference should be made to administration of Mysore and her institutions. Reorganisation of the provinces in 1860. The Indian High Courts of Judicature, Railways, Education. C. The principles of the British Rule. Religious toleration. Equality of rights, local self-Government, progress in public work. Roads, Railways, Canals, Posts and Telegraph. Famine relief, Agricultural Banks and Savings Banks. Co-operative Credit movement. Encouragement of Industries, Surveys, Mines, Forests, Sanitation, Public Health and Education. D. The Indian Consitution. The Government of India under Act of 1919. The Secretary of State and his Council. The Governor-General and his councils Provincial Government and their councils. External defence. Police. Jails, administration of Justice revenues of India. E. Progress of India under British Rule. F. General Revision.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year cl
	Mauryan Empire. Megasthanes. Asoka, Buddhism, King Harsha (606-648 A. D). 6. A brief and non-detailed account of the various Hindu Kingdoms prior to the Mohamedan conquest of India. C *The Afghan Dynasties in India* — 1 The early Afghan invasions Muhamad of Ghazni. 2. The Ghor and slave dynasties (1175-1290 A. D). Mongol Raids 3. The Khilji Dynasty. (1290 A. D. 1320 A. D) 4. The Toghlak Dynasty. 1320-1414 A. D) 5. The decline and fall of the Afghan rule under the Sayyids and the Lodies (1340-1526). The establishment of the Kingdoms of Oudh, Jaipur, Malva, Guzarat, Bengal, Bahmini and Vijayanagar. 6 The arrival of the Portuguese, the invasion of Timur and the consequent anarchy Maps India in 1236 and in 1398 D. *The Moghul Empire in India* —(1526-1707 A D) Baber, Humayun, Akbar his conquests, his title to greatness, and comparison with Asoka, Jahangir, Shah Jehan, Aurangzab, his merits and defects The decline of the Mogul Empire Maps-India in 1526 and 1707 A. D.	3. British conquests from 1818-1858 A D Lord Amhurst and the I War with Burma. Bentinck and his reforms. Auckland and the Afgan War, Marlaborough and the Afgan war. Hardinge and the Sikh War. Lord Dalhousie and his annexations. Lord Canning and the Indian sepoy Mutiny. Maps of India in 1833, 1848 and 1856 Revision.		

NOTE.—1. The lessons should not be conducted as reading lessons, even when text books are used. T should be conducted in the form of talks on carefully arranged topics. The teacher sh collect the materials for the lesson from as many sources as are available to him and pre them illustrating the lesson freely with maps, sketches, plans, photographs coins and o appliances.

Curricula of studies for Middle Schools—*contd.*

ubject	I year class	II year class	III year class	IV year cla
OTE.—2. McMillans History of India, Mr. Venkatakrishnaiya's History of India in Kannada, the Kannada Version of Leewarner's Citizen of the Indian Empire, etc., may be used as books of reference apart from other standard works on Indian History. 3. The following Telugu books may be consulted amongst others. Scenes from Indian History, Junior Indian History, Stories from Indian History, etc.				
ography	1. A general description of the Solar system. The earth, its size, shape and motions treated generally. The Eclipses, Difference in the duration of day and night. Latitute and Longitude. Determining the local time by the Longitude corresponding to Green-which time. 2. The Geography of India in detail. 3. General description of Asia—A detailed description of Japan and Afghanistan. 4. Drawing maps of India to illustrate its relief, rainfall, products, industries, Political divisions, etc.	1. Climate, determining conditions. The Zones and their main characteristics. 2. General features of continents and oceans. Tides, Sea and Land routes. 3. The Geography of British Islands in detail. 4. A general description of Europe with a detailed description of France, Italy, Germany and Russia. 5. Drawing maps of the British Isles to illustrate its relief, etc., and filling up details in the outline maps of Europe furnished.	1. Seasons—their comparison in the Northern and Southern Hemispheres. 2. A general description of Africa with a detailed description of the British Possessions and Protectorates. 3. Drawing maps of Africa to illustrate its various aspects. 4. Revision of work done in the previous two years.	1. The Chief mountain, lake and river systems in the world. The chief forests in the world. 2. The transcontinental Railways. 3. The Naval Stations of the British Empire. 4. A brief description of America and the Oceanic Archipelago. 5. A detailed description of the Dominion of Kanada and the United States of America. 6. Drawing maps of Northern America, Southern America and Australia to illustrate their different aspects. Revision of work done in the lower classes.
OTE.—I. Reference books for teachers.— 1. Longmans Geographical series for India, Book II. The world with fuller treatment of India. 2. Progress to Geography, edited by Richard Wilson, Stage III. 3. Mills International Geography of the world. 4. Morrison's Senior Geography of the Indian Empire. 5. Bland Fords Physical Geography of India. 6. Object lessons in Geography by "Dexter and Garlie." 7. Geika's Physical Geography. 8. Bhumi Sastra by H. Narayana Rao. II. Suitable text books will be prescribed for different classes. III. The lessons should not be conducted as reading lessons. They should be in the form of talks and should be freely illustrated by maps, sketches, photographs, descriptions, etc. IV. The main aim of the lessons should be to let the pupils have a general idea of the world as a whole as the home of man and a detailed knowledge of India and the British Empire. V. The lessons should as far as possible be correlated with lessons on Nature Study, Elementary Science, History and Drawing.				
ature y and ientary ice.	1. Plant-life, root, shoot, bud, leaf. 2, Insect-life, benefits and harm arising from insects. 3. Common rocks Examination of common stones in the locality. 4. The three states of matter, their mutual interchange; attraction of the earth, mass and weight,	1. Plant-life-flower, fruit and seed. 2. Birds-Anatomy, classification. 3. Common rocks, classification, stratification. 4. Heat and cold-evaporation and condensation, simple machines the pully the inclined plane and the wedge.	1. Plant-life-study of such familiar plants as the bean, the wheat, the brinjal, the cocoanut, the cotton and the banyan to serve as types of classes they represent. 2. Animal life. The study of familiar animals such as the cow, the cat, frog, the	1 Plant-life-classification. Study of ten familiar orders. 2. Animals-classification. Mammals anatomy-study of a few important species of vertibrate and invertibrate animals. 3 Study of ten important ores such as coal, lime stone, pyrities, blue stone,

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
	simple machines, the lever, the balance. 5. Products of combustion. 6. The human body, limbs, health, air, water, food, circulation of blood.	5. Burning of a candle action of plants, and animals on air. 6. Dwelling houses, Sanitation.	earth worm, the pigeon, and the rat to serve as types. 3. Formation of soil. Weathering of rocks. 4. The atmosphere, wind cloud, rain, rivers, springs, wells, tanks the sea. The Thermometer, water and its impurities. Methods of purifying. 5. Acids and Alkalies. Their uses in ordinary life and in the human body. 6. Digestion and respiration. Dwelling houses sanitation.	green-stone, etc. find out what t yield. Formatio rocks. How r are distributed. 4. The sun as g of light. How l travels. The M the planets; the st the shadow the pse. The prism, colours of the rain and the sunset. lens. Electrifica of bodies. The kinds of elec tri Electric lamps, tors. 5. The common s such as the sea the alum, the blue rial, the green vit the salt peter, t properties and u Elements and c pounds. The C non-metals, meta 6. Exercise. In tions diseases. I Aid.

NOTE.—This study should invariably be correlated to school excursions, expressive work and composi The necessity for a school garden and rearing of pets in the school as an aid to these les is obvious

The lessons should as far as possible be conducted with the aid of practical demonstrations.

	Books of reference	1. *Kannada* ಪ್ರಕೃತಿ ವಿಜ್ಞಾನ by Mr. B. Naray swami Rao, Departmental publication. 2 Longman's Science series for Indian sch in Kanarese, Standards I, II, III and IV 3. ಔಷಧಿ ಶಾಸ್ತ್ರ by Mr M. Rangachar tr lated by Mr. Alasingrachar. 4. ಸಸ್ಯ ಶಾಸ್ತ್ರ by Pfleiderer, Parts 1 and I 5. ಪಾಠಶಾಲೆಯ ತೋಟ by Mr. M. Venkata baiya, Departmental publication. *Telugu.*—1. Nature Study (*a*) Botany Zoology. 2. Supplement to the above. 3. Do Part IV 4. Physical Geography. *English.*—1. School Gardening for children by Lucy R. La 2. Nature study and the chil C. B. Scott. 3. Real things in nature Holdan.

Curricula of studies of Middle Schols—*contd.*

Subject	I year class	II year class	III year class	IV year class
Drawing.	*A. Object Drawing.* i. Common animals, rabbit, squirrel and rat. ii. Common birds, crow sparrow. iii. Other living things—Earthworm, catterpillar. iv. Common plants, Onions, gourd, cholum. v. Common trees, cocoanut, mango. *vi. Objects in the class room.* Globe, bell, blackboard.	*A. Object Drawing.* i. Common animals, dog, elephant and cat ii. Common birds, Myna, pigeon iii. Other living things—ant, bee, silk-worm at different stages of development. iv. Common plants, pumpkin, brinjal, ragi v. Common trees, guava, lime. *vi. Objects in the class room.* Bucket, inkpot, waterpot.	*A. Object Drawing.* i. Common animals, cow, goat, fish and sheep. ii. Common birds, parrot, duck, cock. iii. Other living things beetle, butterfly, cock-croach. iv. Common plants, radish plantain, paddy. v. Common trees, Banyan, Peepul, Fig. *vi. Objects in the class room.* Bench, stool, table, simple geometrical solids such as the cube, cone, pyramid, etc. vii. Sketches from Nature.— River, Hill, Sky, Groups of trees etc.	*A. Object Drawing.* i. Common animals, Ass, horse, buffalo, and frog. ii. Common birds, kite, crane, peacock. iii. Other living things Snail, grass-hopper. iv. Common plant-chillies, beans, sugar-cane. v. Common trees, Tamarind, margosa. *vi. Objects in the class room.* Chair, school-box, opened and closed. Simple geometrical solids such as Cylinder, different kinds of pyramids, etc.

NOTE.—Parts of animals, such as the head, the beak, the leg, the feather, etc., parts of plants such as th leaf, the stem, the flower, the fruit, etc., may also be made subjects for the drawing lessons.

2 The objects named above are given only as a guide to the teacher. The drawing lesson shoul be closely co-ordinated with nature study and manual occupations. The total number o drawings per year should be about 15 and should represent objects taken out of each group named above.

		B. Drawing from the flat. Poynters South Kensington Drawing book series or Verefoster's drawing series, Free hand drawing, ornament. First grade.	*B. Drawing from the flat.* Same series as in th III year class. Free hand-drawing ornament-Second series.
		NOTE.—Original design drawing may also be encouraged including sketches to illustrate facts in History, Geography, Agriculture, Hygiene, etc	
		C. Scale Drawing.—To be done with the help of Mathematical instruments. Triangles and Quadri-drawing of irregulaterals, such as the large figures to scale, spare, rectangle, oblong, etc.	
	D. Scale Drawing to be done with the help of Mathematical instruments. Lines and Angles.		Drawing maps of fields, village etc., to scale.
		D. Brush drawing. Havell's Series-Preliminary course.	D. Brush Drawing Verefoster's water colour series.
		NOTE.—The lessons should be closely correlated to object drawing.	

anual Occations.				
ard-Board k or paper	Paper sloyd for Primary grades by Ednah Anne Rich.—			
	Models for the 1st year.	Models for the 2nd year.	Models for the 3rd year.	Supplementary models.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
	simple machines, the lever, the balance. 5. Products of combustion. 6. The human body, limbs, health, air, water, food, circulation of blood.	5... Burning of a candle action of plants, and animals on air. 6. Dwelling houses, Sanitation.	earth worm, the pigeon, and the rat to serve as types. 3. Formation of soil. Weathering of rocks. 4. The atmosphere, wind cloud, rain, rivers, springs, wells, tanks the sea. The Thermometer, water and its impurities. Methods of purifying. 5. Acids and Alkalies. Their uses in ordinary life and in the human body. 6. Digestion and respiration. Dwelling houses sanitation.	green stone, etc. find out what t yield. Formatio rocks. How r are distributed. 4. The sun as g of light. How l travels. The M the planets; the st the shadow the pse. The prison, colours of the rainl and the sunset. lens. Electrifica of bodies. The kinds of elec tric Electric lamps, tors. 5. The common s such as the sea the alum, the blue rial, the green vit the salt peter, t properties and u Elements and c pounds. The C non-metals, metal 6. Exercise. In tions diseases. F Aid.

NOTE.—This study should invariably be correlated to school excursions, expressive work and composit The necessity for a school garden and rearing of pets in the school as an aid to these less is obvious.

The lessons should as far as possible be conducted with the aid of practical demonstrations.

Books of reference ...

1. *Kannada* ಪ್ರಕೃತಿ ವಿಜ್ಞಾನ by Mr. B. Naraya swami Rao, Departmental publication.
2. Longman's Science series for Indian sch in Kanarese, Standards I, II, III and IV.
3. ಔಷಧಿ ಶಾಸ್ತ್ರ by Mr. M. Rangachar tra lated by Mr. Alasingrachar.
4. ನಸ್ಯ ಶಾಸ್ತ್ರ by Pfleiderer, Parts 1 and II
5. ಪಾಠಶಾಲೆಯ ತೋಟ by Mr. M. Venkatast baiya, Department publication.

Telugu.—1. Nature Study (*a*) Botany, Zoology.
2. Supplement to the above.
3. Do Part IV.
4. Physical Geography.

English.—1. School Gardening for li children by Lucy R. Lat
2. Nature study and the child C. B. Scott.
3. Real things in nature Holdan.

Curricula of studies of Middle Schols—*contd.*

Subject	I year class	II year class	III year class	IV year class
Drawing.	*A. Object Drawing.* i. Common animals, rabbit, squirrel and rat. ii. Common birds, crow sparrow. iii. Other living things—Earthworm, catterpillar iv. Common plants, Onions, gourd, cholum. v. Common trees, cocoanut, mango.	*A. Object Drawing.* i. Common animals, dog, elephant and cat. ii. Common birds, Myna, pigeon. iii. Other living things—ant, bee, silk-worm at different stages of development. iv. Common plants, pumpkin, brinjal, ragi v. Common trees, guava, lime.	*A. Object Drawing.* i. Common animals, cow, goat, fish and sheep ii. Common birds, parrot, duck, cock. iii. Other living things beetle, butterfly, cock-roach iv Common plants, radish plantain, paddy v. Common trees, Banyan, Peepul, Fig.	*A. Object Drawing.* i. Common animals, Ass, horse, buffalo, and frog. ii. Common birds, kite, crane, peacock. iii. Other living things Snail, grass-hopper. iv. Common plants, chillies, beans, sugar-cane. v. Common trees, Tamarind, margosa.
	vi. Objects in the class room. Globe, bell, blackboard.	*vi. Objects in the class room.* Bucket, inkpot, waterpot	*vi. Objects in the class room.* Bench, stool, table, simple geometrical solids such as the cube, cone, pyramid, etc.	*vi. Objects in the class room.* Chair, school-box, opened and closed Simple geometrical solids such as Cylinder, different kinds of pyramids, etc.
			vii. Sketches from Nature.— River, Hill, Sky, Groups of trees etc	
			B. Drawing from the flat. Poynters South Kensington Drawing book series or Verefoster's drawing series, Free hand drawing, ornament. First grade	*B. Drawing from the flat.* Same series as in the III year class. Free hand-drawing, ornament-Second series.
			NOTE.—Original design drawing may also be encouraged including sketches to illustrate facts in History, Geography, Agriculture, Hygiene, etc	
		B. Scale Drawing to be done with the help of Mathematical instruments. Lines and Angles.	C. Scale Drawing.—To be done with the help of Mathematical instruments. Triangles and Quadri-drawing of irregulaterals, such as the large figures to scale, spare, rectangle, oblong, etc Drawing maps of fields, village etc., to scale.	
			D. Brush drawing. Havell's Series-Preliminary course	D. Brush Drawing Verefoster's water colour series.
			NOTE.—The lessons should be closely correlated to object drawing.	
Manual Occupations. Card-Board work or paper	Paper sloyd for Primary grades by Ednah Anne Rich.— Models for the 1st year.	Models for the 2nd year.	Models for the 3rd year.	Supplementary models.

NOTE.—Parts of animals, such as the head, the beak, the leg, the feather, etc., parts of plants such as the leaf, the stem, the flower, the fruit, etc., may also be made subjects for the drawing lessons

2. The objects named above are given only as a guide to the teacher The drawing lesson should be closely co-ordinated with nature study and manual occupations. The total number of drawings per year should be about 15 and should represent objects taken out of each group named above

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
NOTE.—The models may be supplemented by these selected from "Correlated Hand Work" by Trybo and Hellar to avoid monotony. This lesson may be correlated with domestic games in gir schools.				
) Modelling in clay, paper, pulp.	1. The objects noted under object drawing in the several classes. 2. These lessons should be conducted in close correlation with History, Geography, Natu Study, Domestic games, etc.			
NOTE.—1.	Specimens of work of each class, with dates on which the models were finished and the nam of pupils that worked at them, noted thereon should be open for inspection always.			
2.	Hindu festivals, etc., at which hand work plays an important part, may be taken advantage to lend interest to the work.			
3.	The teacher should be a guide during these lessons and ought not to manipulate the pupi models. The chief aim of the lessons ought to be to give scope to the pupil's self-expressi and sense perceptions. The finish and the nicety of models made are important consider tions, but it should be remembered that they are not the only considerations.			
4.	Manual occupations should be apart of school work in every school-boys and girls. Syllabu in 2 subjects are given above with the idea that they can be taught generally in all schoo But the heads of institutions are at liberty to choose any two occupations—other than th for which provision exists under practical instruction—according to the local conditions a facilities that exist. They should however submit to their immediate Inspecting Officer, t names of the two occupations they wish to teach together with a detailed syllabus *re* ea and obtain previous permission *re* the occupations selected.			
The following is a list of manual occupations from which any two may be selected as sta above :—				
	Basket work, Rattan work, Fret work, mat making, gardening, bangle making, embr dery, sewing and needle work, including different varieties of stitching, hemming, da ing, patching, cutting, etc., paper flower making, etc.			
10. Sanskrit (Optional).—				
(a) Reading ...		Devanagari Alphabet, Sanskrit Balabodhini and Sanskrit First Reader by T. R. Krishnamachar, (Prose portion only).	Kathasapthathi, first 30 stories. Ramodanta, 50 stanzas.	The detailed study a text book to be p scribed from year year.
(b) Grammar		Declension of regular nominal bases ending in vowels.	Declension of regular bases including pronouns present imperfect, imperative and potential forms of Parasmaipadi roots belonging to I, IV and VI conjugations. Bhandarkar Book I.	Declensions of subst tives, regular, a irregular. Prese imperfect, imperat and potential for of Parasmaipadi e Atmanepadi roots the I IV, VI and conjugations. Pa participle Gerund a Infinitive. Rules nternal and exter sandhi. Passive voice, Bhandarka Book I.
(c) Translation		Translation of passages in the text into the Vernacular and *vice versa*.	Translation of passages in the text into the Vernacular and *vice versa*.	Translation of passa in the text and ot passages of equal ficulty into the Vernacular and *versa*.
	NOTE.—Passages selected for translation from the vernacular i sanskrit should be simple.			
11. Persian (Optional).—				
(a) Reading ...		Farsiki-Pahli-Kitab (Khaliga Imaduddin) First half.	Farsiki-Pahli Kitab (Khalifa Imaduddin) The whole.	The text book or boo prescribed for year.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
Grammar		Miftahul Kha vaid Persian-The first one third.	Miftahul Khavaid Hyderabad. The second one third.	Miftahul Khavaid. The whole.
Translation		Translation of selected easy passages from the prescribed reading book into Urdu and *vice versa*.		
Hygiene (Optional.)		A. Health and its importance. B. Chief ingredients of health. 1. *Air.*—Air is necessary for life, air rendered impure by breathing and burning. How air is purified by winds, plants and rain, effects of breathing impure air. 2. *Water.*—Water is necessary for life, sources of water, how water is rendered impure, how to purify water effects of drinking impure water. 3. *Food.*—Uses of food, food stuffs, vegetables and fruits. Temperance in eating and drinking. 4. Light ... 5. Sleep ... 6. Exercises ...	A. The general build of the human body. The head the trunk and the limbs. B. The muscles ... 1. The functions of the muscles, the movement of the body. 2. The value of exercise and rest. C. Circulation. The value of blood and circulation. The heart and its action. D. Respiration.—(1) The pharyux, the laryux, the tractica, the lungs. 2. Inspiration, expiration. The difference between inspired and expired air, pure air and its effects. Purification of air ventilation. *Note.*—A detailed knowledge of Physiology is not expected of the pupil.	A. Digestion. 1. The mouth, the tongue, the teeth, phangnx and gullet, the stomach. The small intestines and the large intestines, the liver, the pancreas, the spleen. 2. Food and its classification, the value of food and the manner in which it is digested and absorbed. 3. Beverages. Water properties of pure water. Purification of water, water filters. Milk and its value as food. Diseases conveyed by milk and water. Tea, coffee, ærated waters and alcohol. B. Purification.—(1) The kidneys, the skin, the lungs, the rectum. (2) The temperature of the body and its maintenance. Baths and bathing. Precautions, clothing-uses of clothing materials and dyes (*c*) House and its surroundings—ventilation and sanitation. (*d*) 1. Infections diseases and their prevention malaria, plague, cholera, typhoid fever, influenza and small-pox. 2. Disinfectants.—Disinfection, inoculation, vaccination. E Sense organs and their care treated in a simple manner. *Note.*—A detailed knowledge of Physiology is not expected of the pupils.
		Text-book Saralarogyapatha by Mr. C Vasudevaiya or other prescribed book.	Text-book. Manual of Hygiene by Mr. N. Narasimha Iyengar, G.B.V.C., or other prescribed book.	

Curricula of studies for Middle Schools—*contd.*

year class	II year class	III year class	IV year class
	NOTE.—1. The lessons on Hygiene should be closely correlated w lessons on Nature study, Elementary Science, e (under compulsory group.) 2 The lessons on Hygiene and Physiology may be m instructive and interesting by means of lant slides, models, charts, black-board sketches, e and actual demonstration on small animals like fr and rabbits. 3. The lessons should be made as concrete as possible frequent reference to every day life of the pup The part played by the individual in maintain public health and well being should receive spe attention.		
13. Agriculture Theoretical and practical.	1. Elementary Botany—The plant and its parts structure and functions of Reproduction. Flowers and seeds. Importance of light, warmth, moisture air and soil in plant growth. 2. Soils.—Methods of formation, kinds of soils, loam, clay, sandy alkaline, black cotton soils properties. 3. Soil moisture—Importance. How moisture exists in soil, movements of soil moisture, sources of gain and loss, control of soil moisture, effects of tillage, practices. 4. Irrigation.—sources, methods, principles, to remember, water lifts (local methods). 5. Drainage.—When necessary, effect of methods of surface drainage, underground drainage. 6. Soil improvements—soil mixing, clay, tank silt, sand and green manuring	1. Nature of plant foods. Farm yard manures composition, variation in quality, methods of conservation, sheep folding, green manure, tank silt composts, lime, oil-cakes, bone meal, artificial manures. 2. Seeds; nature and importance of good seed; methods of selection, treatment before sowing, sowing methods, depth and spacing. 3 Other means of plant propogation. Cutting of above ground stems, bulbs, suckers, tubers, layering, grafting, budding, exemplified if possible with practical exercises. 4. Rain fall and the seasons.—The four seasons defined. Weather condition characteristic of each temperature, winds, sunshine, rain, dews, agricultural operations as related to the seasons. The two monsoons how rain fall is measured. 5. Crops rotation objects, principles of planning, some common rotations for (a) dry crops, (b) wet crops, (c) garden crops. Paddy, sugar-cane, mulberry, potato, onions, tobacco	1. Insect study-l histories as illustr ted by the comb hula and the sil work, grass-hopp rice bug, nature of sect injury to cro methods of coml ting. 2. Fungoid and otl diseases. Nature and methods of co bating, illustrated common diseas mildew smut. Ko roga of areca-n Remedical measure 3. Farm equipment Fencing objects a common materia quick hedge, ter cing, land-laying, fields on wet land dry land. The f mer's house, cat stalls grain bi principles governi lay out. Other r quisites. 4. Farm animals The animals kept a objects; the points good types of cat and sheep. Dia products. Milk a butter composit and care of comm cattle feeds Stra green grass-cott seed pulses, oilca and their propertie Care of cattle, hou ing, feed for calve milking and dry an mals, sick anima segregation, poin to remember in breeding.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year cl...
		7. Tillage objects methods preparatory interculture, weeds and how to eradicate them. Implements, ploughs, cultivators, rollers, harrows, hand tools for tillage.	Ragi. Jola, and some minor grains, Sajje, Navane oil-seeds, groundnut, gingelly and castor; fibre plants, cotton, sunhem; pulses, avare, togari, fedders, fodder—Jola, lucerne, haniali,, some special crops; arecanut, cocoanut, coffee. Methods of cultivation to be studied briefly and chiefly by inspections on the field. Plant produce to be identified and main uses of same indicated.	5. Elements of Veterinary Science—Elementary anatomy and Physiology of the sheep. Some common diseases scour-Hoven Colicand other digestive troubles, manage. Pnemonia, milkfever, foot and mouth diseasesrinderpest. Also wound and sprains common remedies.

NOTE—The school should provide facilities for practical work both for outdoor and indoor instruction. For the former the school should possess at least half an acre of land for wet or garden cultivation with a good irrigation well. This should be securely fenced. An area of about an acre of dry land is desirable but is not so essential as the former. The fields and gardens in the immediate neighbourhood of the school should be also fully made use of by means of visits of inspection in order to illustrate what is taught in the class. All necessary implements and tools should of course be provided.

Proper equipment should be provided for indoor practical work also.—*viz.*, scales for weighing, measuring seers, foot rule, measuring tape, glass beakers, funnels, test tubes, spirit lamp, glass, jars, hand lens, one students' microscope, and a Thermometer, some dissecting sets killing bottles butterfly nets, a skeleton of a sheep, tin cans, for storing specimens of produce, soils, etc. Some glass and rubber bubing, earthen ware, saucers for germination tests, ordinary flower pots, a few chemicals like dilute hydrocloric acid, lime water, salammoniæ, etc.

The subject should be taught mostly by means of practical exercises indoors and outdoors. Anything which cannot be illustrated in the class, or otherwise shown to and handled by boys, should be carefully avoided.

The lessons on Agriculture should be correlated with lessons on Drawing and Arithmetic.

GENERAL NOTE.—The medium of instruction throughout the Middle School course will be the Vernacular, English being taught only as a compulsory second language.

Practical nstruction.	The syllabus in this subject will be submitted along with proposals *re* the provisions, etc., necessary for teaching of this subject.			
Needle-work and Cookery.	The syllabus in this subject will follow:—			
Domestic Economy.		1. *Personal cleanliness.*—(*a*) Bathing, (*b*) care of the skin, (*c*) the hair, (*d*) the teeth, (*e*) the nails, *f*) necessity for regular habits. 2. *Water-supply.*—Drinking water, purification of water and filteration boiling. 3. *Clothing.*—Choice of material according to season and cir-	1. *Care of the human body.*—Necessity for personal cleanliness, bathing and care of the skin in detail, necessity for exercise and work, games and rest. 2. *Water-supply.*—Domestic uses of water in detail. 3. *Care and economy of clothing.*—Clothing according to	1. *Care of human body.*—The digestive, circulatory and respiratory organs a general knowledge. Work, games, exercise and rest. Necessity and value of keeping physically fit. Revision of work done in previous classes. 2. *Water-supply.*—Wells, tanks and

Curricula of studies for Middle Schools—*contd.*

ıbject	I year class	II year class	III year class	IV year class
		cumstances. Injurious clothing. 4. *Cleanliness of the home.*— Daily work, modes of cleaning, dusting, washing, etc., cleaning materials and utensils, keeping the kitchen, store room and the dining room clean. 5. *Lighting.*—Natural and artificial light. Advantages and disadvantages of oil, candle and electric light, economy in lighting. 6. *Food.*—Varieties, sources and uses. 7. Uses of money and necessity for economy, the place of woman in the economical management of the home. 8. Occupations for leisure hours.	climatic conditions and home circumstances. Customs and habits of different communities, washing and care of clothing. 4. *Home and its cleanliness.*—Ventilation, lighting and cleanliness or dirtiness. The maxim a place for everything and everything in its place. 5. *Lighting.*—Portion done in the II year class more in detail. 6. *Food.*—Varieties of food suitable for infants and invalids. Choice of food and how to select good food stuffs. 7. Sickness and how to deal with it. A general treatment. 8. Occupations for leisure hours.	rivers. Drinking water and washi water. Impure wa as a source diseases. Purifi tion of water. B teration and boili softening hard wa 3. *Clothing.*—Was ing and care of cott silk, woollen, wh and coloured cloth materials. 4. *Home.*—Ventill tion lighting dra age orderliness, cleanliness, stor room, kitchen, din room, living apa ments, utensils, e Simple household accounts. The val of a budget and cc fining oneself to t budget provisions. 5. *Food.*—Uses c food stuffs in m detail tissue prod ing and force prod ing foodstuffs. F suitable for infan children and invali 6. Importance intelligent care children. Clothi washing and dr sing, feeding. T mother the first t cher of the chi Simple remedies children's ailment 7. Care of the sick importance of nursi 8. Occupations leisure hours.
17. Games and Drill.	(a) Every pupil should be encouraged to take part in some organised game for at least 1 h every evening. Recognised Indian games described in Mr. M. Srinivasa Rao's book Indian games may receive special attention since they could be organised with little or expenditure.			
	(*b*) American or Swedish drill and special physical exercises.	(*b*) Same as in the I year class.	(*b*) Same as in the II year class and marching exercises.	(*b*) Same as in the year class.

NOTE.—1. At least 2 periods of 45′ each outside the school hours should be devoted to drill referred to (b) above.

2. In girls' schools games and exercises specially suited to girls should be selected.

3. In girls' schools, lessons on drill should be conducted by women teachers, in doors, if no wal enclosures are available.

Curricula of studies for Middle School—*concld.*

No.	Allotment of time amongst the different subjects to be taught in the Middle Schools	I year class	II year class	III year class	IV year class
		Per week.			
1	Moral Instruction	2	2	2	1
2	English Language—(*a*) Reading	3	3	3	4
	(*b*) Recitation	Part of reading lesson.			
	(*c*) Writing	2	1	1	Home lesson.
	(*d*) Spelling and dictation ...	1	1	1	1
	(*e*) Conversation and Composition.	2	1	1	1
	(*f*) Translation	Part of reading lesson.	1	1	1
	(*g*) Grammar	Do	1	1	1
3	Vernacular (*a*) Reading	3	3	3	4
	(*b*) Recitation	Part of reading lesson.			
	(*c*) Writing	Home lesson.			
	(*d*) Dictation	2	1	1	1
	(*e*) Composition				
	(*f*) Grammar	1	1	1	1
4	Elementary Mathematics (1) Arithmetic ...	4	4	4	4
	(2) Geometry ...	1	1	1	1
5	Indian History	3	3	3	3
6	Geography including map drawing	3	2	2	2
7	Nature study and elementary science	2	2	2	2
8	Drawing	2	2	2	2
9	Manual occupations	3	1	1	1
10	Optional subjects, one of the following— Sanskrit, Persian, Hygiene, Agriculture, Practical Instruction, Needle-work and cookery or domestic economy.	...	4	4	4
11	Games and drill	One hour a day out of school hours.			
	Total ...	34	34	34	34

NOTE.—1. The school hours shall be divided into 6 periods of 50′ each on ordinary days and into 4 period of 45′ each on Saturday or other half-holiday, thus providing a total number of 34 period per week for school work.

2. The heads of institutions may at their discretion, make slight alterations in the allotment o time prescribed above.

Retrenchment in the Prisons Department.

READ—

Government Order No. 2442—Pris. 38-4, dated 9th March 1906, restricting the use of extra mural labour to certain institutions in Bangalore and Mysore.

2. Government Order No. 2529-30—Pris. 38-05, dated 22nd March 1906, withdrawing convict labour from the Office of the Inspector-General of Prisons.

3. Government Order No. 3750-1—Pris. 24-15-6, dated 21st March 1915, directing the issue of meat once a week in lieu of dhall to non-vegetarian prisoners convicted to hard labour.

4. Resolution No. 24 of the Special Finance Committee suggesting economies in the Prisons Department by cutting out meat diet to prisoners and omitting certain ingredients in the curry powder and the abolition of extra mural labour.

5. Rule 368 of the Jail Manual fixing a rate of annas two per head in the case of extra mural labour.

ORDER NO. P. 1115-20—PRIS. 72-21-3, DATED the 16th AUGUST 1922.

The Special Financl Committee recommend that a saving of Rs. 9,800 may be effected in the expenditure in the Prisons Department by discontinuing the extra-mural employment of convicts, by stopping the weekly meat rations to non-vegetarian prisoners and by reducing the scale of condiments of curry powder used for the prisoners' diet.

2. While it is not practicable to abolish altogether the extra-mural employment of convicts, Government reccgnise that the expenditure which the system involves is capable of reduction. The supply of convict labour will be continued as heretofore except to the Curzon Park. The strength of the Warder Establishment maintained for guarding these convicts, which is now fixed with reference to their maximum number, is capable of reduction as the number of convicts usually employed outside the jails is reported to be very much less. The Inspector-General of Prisons is requested to submit proposals without delay for reducing the present scale of convicts for extra-mural labour in consultation with the authorities concerned and for revising the Warder Establishment at the rate of one warder for every five convicts.

Convict labour is now charged for at two annas per head per diem which is too low when compared to the rise in the standard of wages in recent years and the present cost of maintenance of prisoners. Government therefore direct that the rate be increased to four annas with effect from the 1st August 1922.

3. The recommendations of the Committee in regard to the changes in the Prisoner's diet do not commend themselves to Government. The diet now prescribed has been in vogue for many years and is fixed with regard to local conditions. Besides the saving of expenditure to be effected by the proposed reduction of the number of its ingredients is inappreciable. Having regard to these facts Government consider it inexpedient to introduce any change in the existing system of jail diet.

B. VENKOBA RAO,
Secretary to Government, General Department.

Amendment to the Rules under the Land Revenue Code.

READ—

Government Order No. R. 3727-37—L. R. 209-21-3, dated 4th February 1922, amending para 2 of Rule 16 of the rules under the Land Revenue Code, regarding the grant of beds of breached tanks, for temporary cultivation.

ORDER NO. 453-63—L. R. 209-21-4, DATED 19TH JULY 1922.

Government direct that the following be added as para 3 of Rule 16:—

"Beds of tanks finally abandoned may be given out for cultivation permanently after being sub-divided and assessed in the same manner as other unassessed lands. But all such lands should be sold by public auction and the sales should be held by the Revenue Sub-Division Officer".

A. V. RAMANATHAN,
Secretary to Government, Revenue Department (in charge).

Delegating powers to District Boards and Village Panchayets in regard to acquisition of lands.

READ—

Government Order No. 478-87—L. B. 127-06-7, dated 15th July 1907, directing that questions pertaining to the extension and shifting of villages be dealt with by Revenue Agency direct without the intervention of the District Boards.

2. Government Order No. R. 2237-42—L. R. 184-07-1, dated 25th September 1907 directing that the cost of acquiring lands for extensions of villages constituted into Unions be borne by Government as in the case of ordinary villages, the sale proceeds of building sites in both cases being credited to Government and laying down the procedure for, maintaining a separate account of this transaction.

ORDER No. R. 1106-24—L. R. 85-22-1, DATED 19th AUGUST 1922.

Since the above orders were issued, considerable progress has been made under the Local Self-Government Scheme and additional funds have been provided for District and Taluk Boards and Village Panchayats for the discharge of their respective functions. Extension of villages and the provision of additional sites for house building purposes is one of the duties of every local authority. Government therefore direct that in future, all questions relating to acquisition of lands for house-sites and other sanitary purposes in villages, *i. e.*, areas other than Municipal Towns, be left to the decision of the District Boards and the Village Panchayats, if any, concerned. All such acquisitions should be undertaken at the instance of the Village Panchayat, if any, supported by the Taluk Boards in respect of villages having Panchayats and at the instance of District Boards in respect of villages having no Village Panchayats. The cost of acquisition will be met from the funds of the Taluk Boards or Village Panchayats respectively and all proceeds from sale of sites laid out and also any contributions paid in advance by intending house builders will be credited to the funds of the District Board or the Village Panchayat concerned.

The proposals for acquisition of lands for this purpose need not pass through the Revenue Commissioner in future.

T. E. JEYARAMA IYER,
Secy. to Govt., Rev. Dept.

Altering the name of Agricultural School at Chickanahalli into Sri Krishnarajendra Vyavasaya Patasala.

READ.—

Government Order No 6436-50—A. & I 195-15-2 dated 6th May 1916, sanctioning the establishment of an Agricultural School at Chikkanahalli in the Sira Taluk and ordering the acceptance of the grant of a building and an endowment on behalf of the late Mr. Ugre Gowda of the said village.

2 Letter No E. C 16—22-23, dated 5th August 1922, from the Deputy Commissioner, Tumkur District stating that, for some reason or another, the properties bequeathed by the late Mr. Ugre Gowda for the above school had not been transferred to Government for the past so many years, but that an adoptive son of the late donor has just transferred the building to his charge together with the balance of Rs 6,600 to make up the full promised endowment of Rs. 24,000 and recommending that, in accordance with the wishes of the late donor, the above school may be called the Sri Krishnarajendra Dharma Patasala and that it might be opened under the above name by the Dewan during his tour in the District.

ORDER No. L. 1769-71—A & E 40-22-2, DATED 19TH AUGUST 1922.

The Government of His Highness the Maharaja are pleased to direct that the Agricultural School at Chikkanahalli in the Sira Taluk be hereafter known as the Sri Krishnarajendra Vyavasaya Dharma Patasala, Chikkanahalli

T. E. JEYARAMA IYER,
Secretary to Government, Revenue Dept

Retrenchments in the Muzrai Department.

READ—

Government Order No. 1600-39—G. M. 1-08-2, dated 7th September 1908, directing the amalgamation of the Muzrai Department with the General and Revenue Secretariat and appointing a Muzrai Superintendent for the administrative and executive work of the Department.

2. Government Order No. 2463-513—Muz. 82-14-2, dated 2nd April 1917, sanctioning the reorganisation of the Muzrai Department and making the Muzrai Superintendent an *Ex-officio* Joint Secretary to Government in that Department.

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Missing

3. Government Order No. 2538-49—Muz. 694-15-1, dated 2nd April 1917, directing the constitution of a Muzrai Establishment Fund.

4. Government Order No. O. 788-95—Cash 29-21-1, dated 27th September 1921, directing the separation of the Muzrai Secretariat from the General and Revenue Secretariat.

5. Government Order No. 4613-4—Muz. 447-21-8, dated 21st February 1922, fixing the strength of the combined office of the Muzrai Secretary and the Superintendent

6. Resolution No. 31 of the Special Finance Committee recommending certain retrenchments in the Muzrai Department.

7. Extract relating to the Muzrai Department from the proceedings of the meeting of the Deputy Commissioners and Heads of Departments held at Mysore on the 9th June 1922.

ORDER NO. 517-50—MUZ. 63-22-1, DATED 31ST JULY 1922.

The Special Finance Committee consider that the appointment of Muzrai Superintendent is unnecessary as the Muzrai Institutions within the State are under the control of the Deputy Commissioners of Districts. The Committee are of opinion that the existence of an intermediary officer between the District Officers and the Government is not likely to make for efficiency and recommend the abolition of the post.

2. The efficient management of religious and charitable institutions for the upkeep of which liberal endowments have been made by the State in the shape of land inams and cash grants, has always been a matter of deep solicitude to Government and orders have been passed from time to time, regulating the supervision and control over the administration of these institutions. In 1891, a Muzrai Superintendent and Secretary to Government was appointed with a view to have an Executive Officer at Headquarters in close touch with Government, in order that the administration of Muzrai Institutions may be improved and placed on an enlightened and orthodox footing. In 1901, as the Department had been brought to a high state of efficiency, the appointment of a whole-time Muzrai Superintendent and Secretary to Government was considered unnecessary and abolished, the duties of the office being entrusted to the Deputy Secretary to Government in the General and Revenue Departments, and wider powers of control conferred on the Deputy Commissioners of Districts. But it was found that the duties pertaining to the General and Revenue Secretariat devolving on the officer who was in charge of the Muzrai Department militated against the frequency of the tours required for the supervision of Muzrai Institutions and the Muzrai Secretariat was in 1904 separated from the General and Revenue Secretariat and placed in charge of an independent Secretary. Although the powers of inspection of this officer in respect of Muzrai Institutions were unfettered, he had no executive authority, as it was considered inexpedient to weaken the control exercised by the Deputy Commissioners. In 1908, the post of the whole-time Muzrai Superintendent was revived with powers of inspection co-ordinate with those possessed by the Deputy Commissioners in respect of institutions within the State, but with full control over institutions outside Mysore and over Mutts and other religious organisations directly under the management of Government The separate Muzrai Secretariat was abolished and in order to avoid unnecessary duplication in work, the Muzrai Superintendent was placed in charge of the Secretariat Branch dealing with Muzrai matters. with the status of an *ex-officio* Under Secretary to Government in the General and Revenue Department The combination of Secretariat functions along with Executive duties in a single officer was again found inconvenient in practice and in 1917, the expedient of providing a gazetted assistant to facilitate the disposal of the Secretariat work of the Muzrai Branch was adopted, while the status of the Muzrai Superintendent was raised to that of *ex-officio* Joint Secretary to Government. But during the last year, the post of Under Secretary, Muzrai Department, was abolished and the Muzrai Secretariat amalgamated with the office of the Muzrai Superintendent in furtherance of the policy of effecting as much retrenchment as possible in the expenditure on establishments.

3. A review of the measures which have been adopted by Government to secure the efficient administration of Muzrai Institutions reveals the necessity of an executive

publishing all important orders of public interest in the Gazette. The several parts of the Gazette will therefore be re-arranged as indicated hereunder :—

PART I.—Important Government Orders.

(Enter lists of such orders arranged by Departments as in the monthly Proceedings Volume, the headings of the orders being furnished by the Secretariat along with the orders.)

PART II.—Section i. Appointments, postings, transfers, powers, leave and other personal notices.

Section ii. Notifications by Government.

PART II A.—Notifications relating to Local Self-Government.

PART III to VI.—As at present.

3. At present, Notifications of Government relating to acquisition of lands for local bodies appear in Part I-A, while other notices of land acquisition appear under Government Notifications Section ii of the present Part I. Government are pleased to direct that in future all Notifications relating to acquisition of lands be published in the same part, *viz.*, the revised Part II, Section ii.

4. The expenditure on the publication of the gazette is far in excess of the income from subscriptions, advertisements, etc. In 1920-21 the receipts and expenditure were as shown below :—

Receipts (1920-21.)

			Rs	a	p.
Subscriptions	English Edition ...	...	1,64-	0	0
	Kannada „ ...	...	415	8	0
Advertisement charges	...	.	8,018	0	0
	Total	...	10,078	8	0

Expenditure.

Cost of English Edition, etc.	...	..	21,983	11 6
„ Kannada Edition	...	. .	10,990	13 4
Total		...	32,974	8 10

5. The rates of subscription have to be increased as a consequence of the increased cost of printing and stationery. Government are therefore pleased to direct that the rates of subscription to the *Mysore Gazette* be revised as shown hereunder:—

Parts as revised				Rates as revised Rs	a	p.
I	...	..		...	1	8 0
II	...	..	..	...	1	8 0
II-A	....	..	...	.	0	12 0
III	...	..	..	..	1	8 0
IV	..	...	..	...	2	4 0
V	...	..	..	...	1	8 0
VI	...	...	.	. .	3	0 0
All the parts together		..	.	..	12	0 0

6 The rates for single copies will continue as at present. The rates of postage will also be doubled so as to be in keeping with the revised rates of postage introduced by the Postal Department.

7. The rates for publication of private notices and advertise will also be revised as indicated below :—

Particulars	insertio. Rs.	a	p.
Notices by Civil Courts of applications for certificates under Regulation VII of 1902.	5	0	0
Notices by Civil Courts of insolvency applications under Section 12 of the Insolvency Regulation, VI of 1911.	10	0	0
Notices issued by Revenue Officers for the grant of duplicate coffee pattas, etc., per page.	10	0	0
Notices by private parties 1st insertion As. 8, 2nd insertion As 6, and 3rd and subsequent insertions As 4, per line.			

8. All private advertisements may continue to be published at the prevailing rates, the matter sought to be published being passed by the Superintendent himself so as to avoid the publication of defamatory and other objectionable notices. Till now no Kannada advertisements have been allowed. Government are pleased to direct that Kannada advertisements may also be accepted in future.

9. Copies of the Gazette are at present supplied at half the scheduled rates to Patels Shanbhogs and Shekdars Government do not see any reasonable ground for continuing this concession as all important orders with which they are concerned will be communicated to them departmentally. The concession of supplying copies of the Gazette to members of the Representative Assembly at half the scheduled rates will, however, be continued.

10. The publication of the Kannada Edition of the Gazette separately from the English Edition was introduced as long ago as 1873 under the authority of the Chief Commissioner's letter No. 39-8, dated the 2nd April 1873, to the Compiler, *Mysore Gazette* The Kannada Gazette was since considerably improved, Government observe that the income from the Kannada Edition of the Gazette has been very small as compared with the cost of its publication. In spite of the concessional rates allowed to Members of the Representative Assembly and also to Patels, Shanbhogs and Shekdars the total number of subscribers to the Kannada Edition of the Gazette in 1920-21 was only 109 Government trust that with the prompt translation and publication of all orders into Kannada and with the publication of advertisements also in Kannada as now authorised the financial position of the Kannada Gazette will improve.

11. The question of reducing the statistical and other matter now published in the Gazette and of reducing the free supply lists is engaging attention separately.

B. VENKOBA RAO,
General Secy. to Govt.

Registered No. M.—1175

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The Mysore Gazette.

Vol. 57.] PUBLISHED BY AUTHORITY. [No. 35.

BANGALORE, THURSDAY, AUGUST 31, 1922

Separate paging is given to the Parts in order that they may be filed as distinct compilations.

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5. Barr or Native Infantry.

Commissioned Officers		36,408
Non-Commissioned Officers and men...		3,59,652
Travelling allowance		5,040
Special charges—Purchase of Rifles		...
Purchase of ammunition		1,000
Cost of free kits		10,000
Other charges		1,000
Contingencies		5,000
		4,18,100
Deduct—Pay of Barr Sepoys lent to Private parties ...		1,000

6. Grass Farm.

Establishment	5,172
Travelling allowances	200
Special charges—Collection of farm produce	7,500
Improvements to farms	3,000
Other charges	1,000
Contingencies	428
For new Grass Farms	...
For Improvement of Amrut Mahal kavals	..

7. Kunigal Stud Farm.

Salaries	3,000
Establishment...	6,936
Travelling allowance	1,964
Special charges—Purchase of stock	...
Feed and keep of live stock	38,000
Farm expense	10,000
Feed and keep of cattle	3,000
Other charges	1,400

8. Military Stores.

Establishment	6,744
Purchases, repairs of arms, etc.	1,200
Contingencies	556

10. Superannuation and Retired Allowances.

Pensions	1,24,100
Gratuities	3,000

12. Military works.
Summary.

(i). Original works	28,000
(ii). Repairs	11,000
(iii). Establishment (transferred from Civil works) ...	10,000
(iv). Tools and plant do	1,000
(v). Suspense	...

12. Military Works.

Details.

(i). Original works.

Major Works—	
Bangalore, Quarters for Commandant, Mysore Imperial service Transport Corps (9th July 1917)	4,000
Constructing a new 8 target gallery system rifles for the training of recruits (18th November 1907) ...	...
Four blocks of Barr Sepoys' huts, Magadi ...	2,000
Tumkur, Seven blocks of Barr Sepoys' huts	...
Sheds for cows and calves in the Stud Farm, Kunigal (25-6-18)	

Kolar, Reconstructing a portion of the Barr Lines at Kolar (6th October 1917)	
Headquarters range, Permanent structures for Mysore Horse near Waddarapalya, Mysore	8,000
Mysore, Sergeant's Instructors Quarters	...
Sowar Lines	4,000
Old Silledar Lines	4,000
Military Officers, Minor Works	6,000

Revision of Mysore Lower Secondary Examination Rules.

READ :—

Government Order No. 4713-15—Edn. 80-18, dated 22nd November 1920 revising the rules regulating the Mysore Lower Secondary Examination.

2. Letter No. C. 766 of 21-22, dated 18th July 1920 from the Inspector-General of Education in Mysore stating that the Lower Secondary rules require to be modified in respect of certain points and submitting a set of revised rules to come into force from 1925 and a set of transitional rules for 1923 and 1924.

ORDER No. E. 1203-5—EDN. 76-22-2 DATED. 17TH AUGUST 1922.

The Chief features of the revised rules are :—

(i) That Elementary Science is made a compulsory subject by its being included in Division A in accordauce with the orders on the Education Memorandum but it will not form a subject for the Examination till adequate provision is made for teaching the Subject in all the A. V. Schools.

(ii) Music of the Intermediate Standard of the Trinity College of Music is included amongst optionals in Division B, but the examination has been proposed to be restricted to Europeans.

(iii) The existing rule XXI regarding the eligibility of boys for admission to the IV form is proposed to be relaxed so as to authorize the Inspector-General of Education to permit the admission to the IV Form of boys who may have failed at the Public Examination but who may nevertheless be deserving of promotion to the IV form by reason of good work done by them during the year. Government are pleased to approve of the revised rules subject to the modification that (a) Note 3 to Rule 2 may be omitted as attendance certificates under the new rules will cover the period up to end of February and not up to date of application as at present and as in view of the abolition of fees in the Middle Schools, the question of non-payment of school fees does not arise, and (b) Indian children reading in European schools may also be eligible for selecting Music of the Intermediate Standard of the Trinity College as an optional subject. The examination in Music should be arranged for by the school authorities themselves at their own cost and not by the Department.

2. As regards the transitional rules for 1923 and 1924 Government are not in favour of withdrawing from the Rural A. V. Schools the privilege of sending up candidates for the English Lower Secondary Examination. Subject to this modification the transitional rules are also approved.

3. The revised rules and transitional rules as approved by Government are appended to this order.

B. VENKOBA RAO,
For *Chief Secretary to Government.*

APPENDIX A.

REVISED REGULATIONS OF THE MYSORE LOWER SECONDARY EXAMINATION

I The Mysore Lower Secondary Examination will be held annually on the first working day in April and the following days at such centres as have been notified by the Inspector-General of Education.

II. The Examination will be open to.—

(a) Pupils of the III Form or V Class of a recognised School.

(b) Private candidates falling under any one of the heads.

(i) Teachers of recognised Schools
(ii) *Bonafide* private candidates.

NOTE :—1. Pupils of Schools referred to in Section (a) above will be required to have put in an attendance of 2/3 of the total number of working days from the 15th June preceding the Examination to the end of February following.

2. Such pupils as may be wanting in term may be recommended for exemption for special reasons, if any.

3. Private candidates referred to in Section (b) above should produce a certificate from the Head Master of a School or any other Official of the Education Department that they have not been admitted as students of any recognised Schools during the academical year in which they come up for the Examination. This restriction does not apply to students of High Schools who are admitted to the IV Form under the rules.

4. There will be no age-limit in respect of private candidates.

5. A consolidated list of only such candidates as are deficient in attendance calculated up to the end of February shall be sent by the Heads of Institutions concerned, so as to reach the Secretary, Local Examination Office, not later than the 5th March.

III. Applications from private candidates shall be forwarded so as to reach the Secretary, Local Examination Office, Bangalore, before the 1st November and those from School pupils shall be forwarded by the Heads of Institutions so as to reach the Secretary, not later than the 10th December.

IV. No candidate shall be admitted to the Examination until he has been registered at the Local Examination Office.

V. Registration of candidates is contingent on payment of the required fee.

VI. The fees for the registration of candidates to the examination are as follows :—

		Rs.
1.	For a teacher employed in a Government or Aided School ...	4
2.	For all other pupil candidates from recognised schools ...	5
3.	For private candidates	8
4.	For Girl candidates.	2½

VII. Fees paid by candidates for one examination will *on no account* be returned or reserved for a subsequent examination.

VIII. The examination shall consist of two divisions:—Division A and Division B.

Division A—Compulsory.

1. Compulsory Language—English.
2. Elective Language—one of the following:—Kanada, Urdu, Telugu, Tamil, or English as a special case.
3. Elementary Mathematics.
4. Indian History and Geography.
5. Elementary Science.—

(Elementary Science will however not form a subject of the Examination till provision for teaching this subject has been made in all A. V. Schools. Due intimation will be given of the year from which this subject will be included in the list of subjects for the Public Examination).

Note.—English taken as an elective language will be of a higher standard than English taken as a compulsory language.

Division B.—Optional.

One of the following subjects:—

(*a*) Sanskrit or Persian.
(*b*) Hygiene.
(*c*) Agriculture (Theoretical and Practical) or Practical Instruction.
(*d*) Domestic Economy & Needle-Work. (For Girl candidates only).
(*e*) Music of Intermediate Standard of the Trinity College of music for Europeans, and Indian children reading in European schools only.

Note.—The examination in Music should be arranged by the school authorities themselves at their own cost.

IX. In the Compulsory Division two languages shall be taken by each candidate of which one shall be English, the other being a Vernacular, except in the case of Europeans, Anglo-Indians and students specially circumstanced, who may take English as their elective language also.

Note.—By students "Specially circumstanced" are meant those whose mother tongue is not Kannada or Urdu and who are therefore obliged to train their children in English or in languages other than those current in Mysore.

X. Candidates will be required to answer the English paper in English and the rest in their own Vernacular, except in the case of Europeans, Anglo-Indians and other candidates specially circumstanced who may answer all their papers in English. It is however open to the candidates to answer their Elementary Mathematics paper in English or Vernacular.

XI. English taken up as a compulsory language shall be of the standard which qualifies boys for admission to High Schools.

XII. No candidate shall be declared to have passed the examination unless he obtains 40 per cent of the marks in English taken as a compulsory language and 35 per cent of the marks in each of the other subjects.

XIII. Candidates who obtain in the aggregate not less than 50 per cent of the total number of marks shall be declared to have passed, even if they fail in one subject provided that the subject in which they fail is other than English taken as a compulsory language.

XIV. Those who pass in all the subjects and obtain not less than 60 per cent of the aggregate number of marks shall be placed in the first class.

XV. Candidates obtaining a first class shall be arranged in the order of merit and those obtaining a mere pass alphabetically according to centres.

XVI. The first Examination under these rules will be held in April 1925.

All Anglo-Vernacular Schools are hereby instructed to revise their courses so as to fit in with the regulations for the Lower Secondary Examination, as modified in this notification.

XVII. The Vernacular Lower Secondary Examinations will continue to be held as heretofore under the rules published in Notification No. 121, dated 13th June 1916, until further orders and those who have passed the Mysore Lower Secondary Examination in the Vernacular will be permitted to appear for the Mysore Lower Secondary Examination, in English only, on payment of the prescribed fee, provided they forward their pass certificates with their applications for admission or quote in the applications their register numbers and the year of their passing the Vernacular examination.

XVIII. The Examination shall be conducted in the order of time and subjects set forth in the following table, and the number of marks assignable for each subject shall be as therein specified :—

Day	Hour	Subjects	Marks
		First Language.	
1st Day ...	11 A.M. to 1 P.M. ...	English Grammar and Language (First Paper)	50
		Sanskrit or Persian Text-books, (First Paper)	50
	1-30 P.M. to 2 P.M.	English, Sanskrit or Persian Dictation and Handwriting.	10+10
	3 P.M. to 5 P.M. ...	English Composition and Translation or Paraphrase. (Second Paper.)	30
		Sanskrit or Persian Grammar and Translation. (Second Paper.)	30
2nd Day	11 A.M. to 1 P.M.	Kannada, Tamil, Telugu, English or Urdu Text-books. (First Paper.)	50
	1-30 P.M. to 2 P.M.	Do Dictation and Handwriting	10+10
	3 P.M. to 4 P.M. ...	Do Grammar. (Second Paper.)	30
3rd Day	11 A.M. to 1 P.M. ...	Elementary Mathematics ...	100
		Second Language for Vernacular L. S. Candidates.	
	1-30 P.M. to 2 P.M.	Dictation and Handwriting English, Telugu, Tamil, Sanskrit or Persian.)	10+10
	3 P.M. to 5 P.M.	Text, Grammar and Composition or Translation. (English, Telugu, Tamil, Sanskrit or Persian.)	60

Day	Hour	Subjects	Marks
4th Day	11 A.M. to 12-30 P.M.	Indian History ...	50
	1 P.M. to 2 P.M.	Vernacular Composition. (Kannada, or Urdu or Telugu or Tamil.) ...	30
	3 P.M. to 4-30 P.M ...	Geography and Map-drawing ...	50
5th Day	11 A.M. to 12-30 A.M.	Hygiene ...	50
	1 P.M. to 2-30 P.M.	Agriculture ...	50
	3-30 P.M. to 5 P.M.	Nature study ...	50
6th Day	11 A.M. to 2-30 P.M.	Needle-work ...	25
	3-30 P.M. to 5 P.M.	Domestic Economy ...	25
		Practical instruction ... 50.	

N.B.—1. Kannada or Urdu, whether as Elective Language for English Lower Secondary or as First Language for Vernacular Lower Secondary, will be of the same standard

2. Sanskrit or Persian, whether as Second Language for Vernacular Lower Secondary or as an Optional for the English Lower Secondary, will be of the same standard.
3. Provision will be made for Elementary Science in the Time Table from the year from which it will form a subject for the Public Examination.
4. The Examination in Practical Instruction and Music will be conducted separately.
5. In English taken as an Elective Language, there will be two papers on Text and Grammar, with a maximum of 100.

XIX. Ordinarily no candidate who has not passed the Lower Secondary Examination taking English as a compulsory language or any other examination which is certified by the department as the equivalent thereof shall be admitted into the IV Form of any recognised High School of the State. In special cases, the Inspector-General shall have the power to sanction the admission to the IV Form of boys, irrespective of this rule, on the recommendation of the Head Master of the School to which admission is sought,

XX. Heads of High Schools are hereby vested with discretion to admit pupils who have not passed the Lower Secondary Examination provided that the candidates in whose favour such discretion is sought to be exercised have passed in English and not failed in more than one other subject of the Mysore Lower Secondary Examination.

XXI. Cases of candidates who have been privately educated and who have not been pupils of any recognised schools must be reported to the Inspector-General of Education with the necessary certificates and testimonials and other information regarding the training that the pupil had privately. Such candidates should not be admitted without the sanction of department.

APPENDIX B.

The following *transitional rules* relating to the Lower Secondary Examination for 1923, 1924 are published for general information:

The transitional rules will be the same as the revised rules published in Notification, D. No. dated except for the following modifications.

GROUP 'A'—COMPULSORY.

1. First Language—One of the following Languages:—English, Kannada, Urdu Sanskrit or Persian.
2. Composition in the Vernacular-Kannada, Urdu, Tamail or Telugu.
3. Elementary Mathematics.
4. Indian History and Geography.

GROUP 'B'—OPTIONAL.

(a) Second Language Kannada, Urdu, Telugu, Tamil, English, Sanskrit or Persian.
(b) Hygiene.
(c) Agriculture.
(d) Nature Study.
(e) Needle-work. | for girl candidates only.
(f) Domestic Economy.)

4. *N. B.*—The Second Language Optional must be different from the First Language under Group 'A').

2. The provision of English as a Second Language is confined to candidates from Rural A. V. Schools.

Candidates must take *four* Compulsory subjects and *two* Optional subjects. All candidates taking English as the First Language excepting those whose Vernacular is English are required to include among their Optional subjects one of the Languages mentioned in Group 'B' (a) other than English. Candidates whose Vernacular is English are allowed to substitute any one of the other Optional subjects in place of a Second Language and are exempted from taking Vernacular Composition in the Compulsory Group.

The papers in Elementary Mathematics, History and Geography, Hygiene, Agriculture, Nature Study, Needle-Work and Domestic Economy, will be be set in English, Kannada and Urdu and candidates may answer *all their non-language subjects in any one of these languages.* Candidates bringing up English as the First Language shall answer their Elementary Mathematics Paper in *English.*

The standards of Examination in these subjects will be the same as in Notification D. No. 121, dated the 13th June 1916. (Para IX).

(*b*) The Examination will be conducted as follows.—

Day	Hour	Subjects	Marks
		First Language.	
First day ...	11 A.M. to 1 P.M....	English Grammar and Language (First Paper.)	60
		Sanskrit or Persian Text-books. (First Paper.)	60
	1-30 P.M. to 2 P.M	English, Sanskrit or Persian Dictation and Handwriting.	10+10
	3 P.M. to 5 P.M.	English Composition and Translation or Paraphrase (Second Paper.)	40
		Sanskrit or Persian Grammar and Translation (Second Paper.)	40
Second day ...	11 A.M. to 1 P.M....	Kannada or Urdu Text-books. (First Paper.)	60
	1-30 P.M. to 2 P.M	Kannada or Urdu Dictation and Handwriting.	10+10
	3 P.M. to 4 P.M .	Do or Urdu Grammar (Second Paper.)	40
Third day .	11 A.M. to 1 P.M	Elementary Mathematics ...	100
		Second Language.	
	1 30 P.M. to 2 P.M .	Dictation and Handwriting, (English, Telugu, Tamil, Sanskrit or Persian)	10+10
	3 P.M. to 5 P.M . .	Text, Grammar and Composition or Translation (English, Telugu, Tamil, Sanskrit or Persian)	60
Fourth day ...	11 A.M. to 12-30 P.M.	Indian History	50
	1 P.M. to 2 P.M. ...	Vernacular Composition (Kannada, or Urdu or Telugu or Tamil.)	30
	3 P.M. to 4-30 P.M.	Geography and Map-drawing ...	50
Fifth day ...	11 A.M. to 12-30 A.M.	Hygiene	50
	1 P.M. to 2-30 P.M	Agriculture	50
	3-30 P.M. to 5 P.M.	Nature study	50
Sixth day ...	11 A.M. to 2-30 P.M.	Needle-work	25
	1 P.M. to 2-30 P.M.	Cookery	25
	3-30 P.M. to 5 P.M.	Domestic Economy	50

(*N.B.*—In Kannada and Urdu as a Second Language the Standard of Examination will be the same as that of the First Language.)

(c) The fees for admission to the Examination are as follows:— Rs.

(1) For a teacher employed in Government or Aided School or a pupil as defined in Section 2 of the Examination Rules who takes up English as the First language 5
(2) For all other pupil candidates and teachers in Government or Aided Schools 4
(3) For private candidates taking up English as the First Language ... 7
(4) For all other private candidates 5
(5) For candidates who appear in Sanskrit only, or Persian only, or any Vernacular Language only 2½
(6) For all female candidates 2½

(d) All A.-V. Schools will send up candidates only for the English Lower Secondary Examination. Rural A.-V. Schools and Vernacular Middle Schools will send up candidates for the Vernacular Lower Secondary. Rural A.-V. Schools will, however, be permitted to send up pupils for the English Lower Secondary Examination also.

Introduction of Polytechnic Scheme in A.-V. Schools.

READ—

Letter No. H. C. 6 of 1922-23, dated the 12th July 1922, from the Inspector-General of Education in Mysore, submitting proposals for the introduction of the Polytechnic Scheme in A.-V. Schools.

ORDER No. E. 1270-1—EDN., 48-22-2, DATED BANGALORE, 21ST AUGUST 1922.

While passing orders on the Education Memorandum, Government laid down in paras 33 and 34 of their Order No. 11180-250—Edn., 498-20-1, dated the 25th May 1921, the future policy to be adopted in giving a practical bent to education by the combination of industrial and literary subjects in the curriculum. Briefly stated, the reform contemplated a good system of Kindergarten, Nature study and Drawing in the Primary Schools, training of an Elementary Standard in Agriculture in rural Middle Schools and in industries in Urban Middle Schools and fairly advanced industrial or agricultural training in High Schools. In their Order No. 3474-5—Edn., 201-21-6, dated 3rd March 1922, Government have already passed orders revising the syllabuses of instruction in Primary Schools so as to devote special attention to Kindergarten, Nature study and Drawing.

2. The introduction of industrial and agricultural courses in Middle Schools, involves considerable expenditure and the resources relied on for opening these industrial classes mainly in the form of cesses to be raised by local bodies have not yet been realised in most of the districts. It is therefore not possible to make adequate provision for these courses throughout the State as at first contemplated as Government are unable to devote funds to a large extent for the purpose. In the Bangalore and Chitaldrug Districts, however, a cess of half-anna in the rupee has been raised and funds, though limited; are available for the purpose in these two districts. The question of introducing industrial and agricultural instruction in the A.-V. Schools in these districts which are situated in rural areas which have contributed the cesses is engaging attention separately in consultation with these District Boards. But pending the realisation of the additional resources and the introduction of the scheme on a large scale in all the A.-V. Schools, Government desire to make a small beginning on an experimental scale in Urban areas also. They are therefore pleased to direct that the scheme of practical instruction be given effect to in the five centres and with the scale of expenditure indicated below:—

Centres	Schools	Class	Expenditure for each class	Rs.
1. Bangalore ...	S. R. N's A. V. School ...	1st class in carpentry.	(a) Building ..	1,000
	Model A. H. School ...		(b) Equipment ..	250
			(c) Repairs to tools, etc.,	200
2. Mysore ..	Practising A. V. School and A. H. School	do ..	Recurring.	
3. Tumkur ..	A. V. School	do ..	Staff .. 12×25 ...	300
4. Bangalore ..	Aryabalikapatasala ...	1st class in tailoring.	Contingency ..	750
5. Mysore ..	Lakshmipuram Girls' School ..	do ...	Unforeseen items ..	500
			Total ...	3,000

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Missing

The expenditure of Rs. 15,000 involved in the above measure will be met out of the lumpsum of Rs. 25,000 provided for the purpose in the current year's budget. Government are also pleased to approve of the syllabuses of Practical Instruction in Carpentry and Tailoring proposed by the Inspector-General of Education in his letter No. H. C. 2042, dated 1st July 1919, and they are appended to this order.

As regards High Schools, Government agree with the Inspector-General of Education that the introduction of the scheme may be deferred until the scheme of practical instruction is fully given effect to in the Middle Schools and the consequent demand for more advanced training arises in the higher grades.

B. VENKOBA RAO,
General Secretary,
For *Chief Secretary to Government.*

PRACTICAL INSTRUCTION.

I. FORM.

Syllabus of Studies in Carpentry.

1. Timber:—Its structure, seasoning, conversion and selection and varieties. The advantages of seasoned wood, soft and hard wood—time for felling trees. Natural seasoning—Methods of stacking timber, and small cut pieces—Warping of timber and its preventive measures—Market forms.
2. Ordinary tools used for testing and measuring. Foot-rule, T. squares—Bevels—Marking and mortise gauges. Compasses and dividers—Callipers—Shooting boards—Mitre blocks.
3. Holding tools—Benches, Bench stops—Vices, Rope clamps, Pincers.
4. Hand tools—Action of a wedge—Planes—The use of stock—use of double irons—Varieties of saws and their uses—Description, sizes and uses of various other carpenters' tools—chisels and gauges—Boring tools—Care of tools.
5. Easy examples of wood work and three wood turning models, Wax polishing and oiling.

Problems or models to make—

1. Swing board or Drawing board.
2. Bench hook.
3. Blotter.
4. Inkstand.
5. Ruler.
6. Clock shelf.
7. Bird's house.
8. Salt box or letter box.
9. Corner shelf or bracket.
10. Tray, square or octagon.

Wood turning models—

11. Handle (for bradawl) } with ferrule.
12. Do. (for chisel) }
13. Mallet.

II. FORM.

1. Joints:—Classification of joints—Description and uses of glued joints. Ordinary angle joints—Farming joints—Squaring up—Edgejoints—Plain glueing—Dowelling, Tonguing—Plain Dovetailing—Mortising and tenons—Half lap joints.
2. Fitting locks and hinges—Principles of hinging—Details of door hinging—Varieties of butt hinges.
3. Country glue and its preparation—Frequent use.
4. Nails of different sizes and patterns—Screws—Iron and brass screws—Brads—Glass paper—Sand paper—Emery cloth, etc.
5. Grinding and sharpening of edge tools—Sharpening of scrapers.
6. Ordinary wood turning lathe and its construction—Primitive form of lathe—Turner's chisels and gauges—Parting tools—chucks—Best methods of handling the above tools—Bead turning—Fixing ferrules on tool handles
7. French polishing.
8. A few difficult problems in wood work and wood turning.

Problems or models to make:—

1. Tray—oblong (mitre jointing and glueing).
2. Clothes dryers (fitting swinging arms).
3. Picture frame (half lap joint).
4. Book rack (key, mortise and tenon joint).
5. Ordinary foot stool—square legs.
6. Magazine rack (butt joint).
7. Umbrella stand (mortise and tenon joint).
8. Office box.

the detailed statistics of the annual growth of the area under occupancy appended to this order, it will be seen that the pressure of population on land became rather acute about a decade ago. This is evident also from the repeated representations of the raiyats for throwing open reserved lands, such as date reserves and Amrut Mahal kavals for cultivation and for the speedy disposal of darkhasts. As the result of these representations, which have been numerous since 1906, Government have passed several orders, not only to ensure the speedier disposal of darkhasts, but also to throw open certain reserved lands for cultivation.

2. While thus on the one hand there is an increased demand for fresh area being set free for cultivation, on the other, the present revenue agency has not been able to speedily dispose of the application of the raiyats for cultivable lands. The reasons are partly administrative and partly economic. In reviewing the administration reports of successive years, Government have enjoined on the Revenue Officers, the necessity for the expeditious disposal of darkhasts. But these instructions have been of little avail. Delay in the disposal of darkhasts has led not only to inconvenience to raiyats, but has also retarded the growth of revenue and hampered the economic development of the country. Thus while the land revenue rose by 17 lakhs in the decade 1881-91, by 10·6 lakhs in 1891-01 and by 8·8 lakhs in 1901-11, there has been an increase of only 3 lakhs in the last decade 1911-21 in spite of the introduction of revision settlement into some taluks.

3. There are at present over 7,50,000 acres of assessed waste land available for cultivation. The returns received of pending darkhasts show that there are over 9,000 darkhasts pending all over the State for 96,000 acres of land. Out of about 27,000 acres of land specially sub-divided over 6 years ago and made available for cultivation, in the Kankanhalli Taluk and Closepet Sub-Taluk, only 15,500 acres have so far been granted for cultivation. Leaving out of account the areas reserved for communal and other purposes, there are still 9,700 acres of these lands available for disposal. Over 120,000 acres of Amrut Mahal kaval lands and nearly 4 lakhs of acres of date reserves have been ordered to be thrown open for cultivation in 1917, 1918 and 1921. Out of these large areas, only 8,000 acres of Amrut Mahal kaval lands and 100 acres of date reserves are reported to have been granted till now for cultivation. There are also about 2,100 acres of available land included in the block area under Vani Vilas Sagara, which were till now reserved and which have recently been ordered to be disposed of. Certain valuable lands are also available under Krishnarajasagara consequent on the draining of beds of certain tanks in the Mysore District rendered unnecessary by the construction of this reservoir.

4. It is evident from the above resume that the ordinary revenue agency has been unable to cope with the work incidental to meeting the increased demand for lands for cultivation. The large areas of land now made available for disposal for cultivation will throw onerous responsibilities on the Revenue Department which they cannot adequately discharge with satisfactory results to Government and the raiyats, within a reasonable time Past experience has shown further that local officers do not take special measures in this respect, but treat this important matter of disposals of lands as a mere routine with the result that due publicity is not given of sales and the information given only to few local raiyats entirely within the influence of the village officers of the neighbourhood. Certain orders have recently been issued for facilitating the speedy disposal of darkhasts. But these by themselves are not sufficient to bring about the results that Government have in view, namely, on the one hand, increase in the Land Revenue demand, both under sale of lands and assessment, to be secured within the next three years in accordance with their financial programme, and on the other hand, provision of facilities for increasing rapidly the area under cultivation in the State and agumenting the food resources of the State. It is necessary to secure an augmentation of revenue as quickly as possible and having regard to the volume of business that has to be got through, it appears necessary to make special arrangements for speedily sub-dividing the lands, preparing maps and sketches fixing assessment and helping in the quick conduct of sales after notifying their dates in the Gazette and in newspapers both inside and outside the State so as to secure full value for these lands.

5. Government have accordingly decided to place an officer on special duty for thispurpose under the orders of the Revenue Commissioner. This officer will, to start

with, prepare all the necessary data and records and collect all the necessary information for facilitating the disposal of the lands surrendered, but also help the Deputy Commissioners when necessary in conducting the sales and in fact devote undivided attention to all the work connected with these long pending darkhasts which at present is attended to as a matter of ordinary routine by the local Revenue Officers amidst their multifarious duties. The Revenue Commissioner may depute the Special Officer in the first instance to Tumkur and Hassan Districts where the extent of land newly made available for asssignment is the largest. The Special Officer should personally inspect all the blocks which have been surrendered, prepare suitable sketches marking the different blocks therein with all the necessary particulars, print as many sketches as possible for distribution to the neighbouring taluks, prepare sale notices giving the area and description of land and help the District Officers in conducting the sales, being present at the sales whenever necessary to give the necessary information He should also secure the co-operation of the Survey Department wherever survey work is necessary, and expedite the revision of the Akarband in respect of these lands by placing himself in close touch with the Survey Superintendent and giving him all necessary assistance. Government note that there is considerable lack of information as regards the nature and extent of lands available for assignment in the State. It will be the duty of the Special Officer to conduct necessary publicity work in this connection and develop a scheme of colonisation in case there is not adequate demand for these areas from the local population. Government desire, however, that before importing outside colonists, the fullest information about the available lands should be collected and published not merely in the Gazette, but also in the local newspapers and by means of large notices in the Railway Stations Carriages and village Chavadies, Taluk Offices, Sub-Division Offices and District Offices throughout the State and in all other places of public resort with a view to attract applications from all intending cultivators within the State.

6. Mr. C. S. Kuppusamy Iyengar is accordingly placed on special duty for a period of six months under the orders of the Revenue Commissioner. The Revenue Commissioner is requested to closely supervise the work of the Special Officer and submit monthly progress reports of his work for the information of Government. The Special Officer will draw his grade pay plus a duty allowance of Rs. 75. He will be given a staff consisting of one clerk on Rs. 60, one draftsman on Rs. 40, one steno-typist on Rs. 35, a registering clerk on Rs. 25 and 2 peons on Rs. 11 and 12 respectivelly. The additional expenditure will be met by reappropriation in the Land Revenue Budget.

T. E. JEYARAMA AIYAR,
Secy. to Govt.,Rev. Dept.

Year	Unoccupied culturable waste at the end of the year	Extent of land under occupancy at the end of the year	Total revenue realisations during the year	Remarks
			Rs.	
1881-82 ...	3,609,823	4,344,000	70,20,842	
1882-83 ..	3,318,361	4,899,840	70,21,777	
1883-84 ...	3,286,022	4,954,240	73,34 476	
1884-85 ...	3,312,809	5,130,240	66,83,886	Decrease due to remissions granted on account of failure of crops due to bad season.
1885-86 ...	3,139,309	5,765,760	76,41,241	
1886-87 ...	2,583,246	5,576,320	87,09,602	
1887-88 ...	2,487,957	5,660,160	85,13,878	
1888-89 ..	2,456,546	5,880 960	83,96,337	
1889-90 ...	2,292,562	5,940,480	89,21 826	
1890 91 ..	2,317,125	6,012,860	87,12,705	
1891-92 ..	2,226,943	6 272,148	80,64,283	Do
1892-93 ...	2,025,042	6,363,932	94,52,210	
1893-94 ...	1,823,524	6,650,815	94,40,167	
1894-95 ...	1,712,300	6,790,799	95,57,323	
1895-96 ...	1,653,033	6,877,227	97,45,807	
1896-97 ...	1,591,842	6,911 712	93,30,861	Do
1897-98 ...	1,605,247	6,892,826	97,85,924	
1898-99 ...	1,607,277	6,953,987	95,34,042	Decrease in Revenue collections due to prevalence of plague.
1899-00 ...	1,653,405	6,972,071	95,09,484	
1900-01 ...	1,598,910	7,048,491	98,31,374	
1901-02 ...	1,456,825	7,179,548	97,70,946	
1902-03 ...	1,377,722	7,239,774	1,00,29,861	
1903-04 ...	1,357,406	7,316,186	97,99,989	
1904-05 ...	1,378,735	7,263,568	96,63,976	
1905-06 ...	1,391,342	7,257,493	91,02,029	Decrease due to remission and postponement of collection on account of scarcity.
1906-07 ...	1,335,716	7,271,169	1,00,31,178	
1907-08 ...	1,305,455	7,332,939	1,03,80,179	
1908-09 ...	1,232,483	7,379,703	89,15,679	Do
1909-10 ...	1,126,498	7,444,176	1,05,02,812	
1910-11 ...	1,062,729	7,500,638	1,06,78,688	
1911-12 ...	1,019,563	7,545,521	1,06,48,215	
1912-13 ...	966,610	7,591,650	1,05,00,292	
1913-14 ...	886,574	7,687,490	1,05,36,996	
1914-15 ...	886,269	7,729,569	1,01,63,969	
1915-16 ...	849,482	7,779,668	1,06,26,610	
1916-17 ...	812,729	7,845,601	1,10,09,352	
1917-18 ...	782,597	7,880,210	1,08,86,769	
1918-19 ...	754,108	7,844,007	1,00,72,101	
1919-20 ...	807,650	7,816,449	1,18,73,104	
1920-21 ..	765,653	7,866,284	1,09,69,002	

Toll Revenue.

ORDER NO. R. 875-85—R. M. 4-22-8, DATED 2ND AUGUST 1922.

Government observe that the revenue from tolls on State Fund Roads is not now properly controlled and that sufficient attention is not paid by taluk officers to the prompt and timely collection of the khists payable by the toll contractors according to the terms of the sale and that loss of Government revenue occurs in consequence. Government have had to notice instances of neglect on the part of Amildars to obtain *mutchalikas* in due form from the auction purchasers of the right to collect tolls, and resell the right in default of payment of the first khist on the due date, owing to which the recovery of the sale amount from the defaulting contractors (especially residents of British territory) has become impossible.

2. It does not also appear that any Demand, Collection and Balance account is maintained in the taluk offices to watch the collection of the amounts payable by the contractors, nor that one is rendered to the Deputy Commissioners. It is further seen from the Budgets of the last three years that the receipts under tolls are much less than the amounts for which the contracts to collect tolls at the several toll gates were

old in the respective years. There is thus a clear indication of leakage of revenue which has to be accounted for by district officers.

3. Better control over this item of revenue is necessary. The responsibility for supervision is also undefined. Government direct that the responsibility for the proper realization of the toll revenue on Provincial roads and on State Fund bridges do vest in the Revenue Commissioner in future. The reports of annual sales of the right to collect tolls are now coming up to Government for confirmation. They will hereafter be submitted to the Revenue Commissioner who is invested with the authority to confirm the sales.

4. The Revenue Commissioner is requested to include toll in his monthly Demand, Collection and Balance return and in his reviews of revenue collection.

5. A list of State Fund toll gates in the several districts showing also the sale amount in respect of each toll gate for the current year 1922-23 is forwarded to the Revenue Commissioner.

T. E. JEYARAMA AIYAR,
Secy. to Govt., Rev. Dept.

Rules relating to Sanitation during Jatras.

READ—

Correspondence ending with letter No. G. C. 363-8, dated 12th July 1919, from the Sanitary Commissioner in Mysore, submitting a set of draft rules for regulating sanitary arrangements on the occasion of jatras and car festivals.

2. The communications, noted below from the Senior Surgeon in Mysore and Presidents of District Boards, submitting their opinion on the above rules.

1. No. A. Dis. 42, dated 2nd September 1919, from the Senior Surgeon in Mysore.
2. No. L. F. C. 305 of 1920, dated 26th September 1919, from the President, District Board, Tumkur.
3. No. 332—Sany. 19-20, dated 16th October 1919, from the President, District Board, Shimoga.
4. No. C. 146—L. F. 19-20, dated 17th December 1919, from the President, District Board, Chitaldrug.
5. No. D. Dis 88—L. F. 19-20, dated 20th December 1919, from the President, District Board, Bangalore.
6. No D2. Dis. 413—L. B. 19 20, dated 1st January 1920, from the President, District Board, Mysore.
7. No. D 2 Dis. 124—19-20, dated 13th February 1920, from the President, District Board, Kolar,
8. No. R. O. C. 217-19—L. F., dated 3rd March 1920, from the President, District Board, Hassan.
9. No. D. 2. Dis. 146—L. R. 39-20, dated 19th March 1920, from the President, District Board, Kadur.
10. Un-official Note No. G. C. 363-14, dated 1st July 1920, from the Sanitary Commissioner in Mysore, expressing *his views on the suggestions contained in the above communications.*

ORDER NO. L. 1956-67—L. B. 114-20-10, DATED 28TH AUGUST 1922.

The rules proposed by the Sanitary Commissioner in Mysore are approved with certain modifications and are appended to this order.

2. The several Heads of the Departments concerned are requested to see that the rules are strictly enforced and also submit information in their annual reports as to their working.

3. In this connection Government wish to impress on the District Boards that it is their duty to see to the sanitation during jatras and take such effective measures as the local conditions may demand and as their own resources would permit for the preservation of public health in consultation with the Sanitary Officers of the district.

In what proportion the actual expenses incurred in making sanitary arrangements of a jatra are to be shared by the District Board in connection with which the jatra is held will be decided by Government upon the Report of the President of the District Board concerned.

T. E. JEYARAMA AIYAR,
Secy. to Govt., Revenue Department.

RULES RELATING TO SANITATION DURING JATRAS.

1. Jatras may conveniently be considered as "Major" or "Minor" according as the number of visitors is expected to be 5,000 and upwards or under 5,000.

2. The Deputy Commissioner shall prepare at once and keep in his own office a list showing the jatras coming off throughout each district together with dates, the duration, the approximate number of persons and heads of cattle likely to congregate, the sources of drinking water supply, the arrangement proposed for conservancy and short notes as to whether during any of the previous occasions, the holding of the jatra was attended with the outbreak or spread of dangerous infectious diseases. He shall send copies of the same to the Revenue Commissioner, the Senior Surgeon, the Sanitary Commissioner, the Director of Agriculture in Mysore and the Live Stock Expert with a note showing what arrangements

each Head of the Department is expected to make at the jatra. The list should be revised once in five years. A copy of the list together with the notes should also be sent to the Government for information.

3. The Chief Sanitary Inspector or when there is no such officer the Sanitary Officer of the district should be present at all the major jatras and supervise sanitary arrangements along Taluk Sanitary Inspectors.

4. Arrangements for medical relief should be made by the District Medical Officers with the approval of the Senior Surgeon.

5 When cattle collect in large numbers, it shall be the duty of the Director of Agriculture to open a temporary Dispensary for the treatment of cattle.

6. Camping ground should be clean, dry, properly drained, protected from wind and rain as far as possible and not too close to sources of drinking water-supply. Each area should be demarcated showing main and cross streets of not less than 20' and 20' width respectively and sites for putting up tents, booths, huts, etc., on the leeward side, accommodation should be available for carts and cattle brought to the jatra.

7. Too much attention cannot be paid to the question of drinking water-supply during jatras. Deep draw wells should preferably be selected and a Myer's pump should be fitted up whenever possible Watchmen should be placed both day and night over the tanks or other similar sources of supply to prevent contamination. When several sources of supply are available, some should be set apart for watering cattle and some for bathing, washing, etc., the use of these sources for drinking or culinary purposes being prohibited or discouraged. When the only source of water-supply is a stream or river, strict care is necessary to prevent pollution of the water above the spot reserved for taking water for dinking and cooking purposes. Comparatively pure water can be obtained by excavating wells along the bank or in the dry bed of a stream or tank. In the absence of other sources, this method should invariably be adopted care being taken that such excavations are not polluted.

8. Careful and repeated examination of articles of food should be undertaken and all decomposing or over ripe fruit and vegetables mouldy grain, stale decomposing meat, fish, etc., should be seized and destroyed. The vendors of sweet and other cooked food should dopt such measures as may be required by the local sanitary authorities to prevent dust and flies sitting on food exposed for sale.

9. A suitable number of temporary public latrines, as far removed as possible from sources of drinking water-supply should be put up, separate accommodation being provided for males and females. Parallel trenches one foot wide and foot deep should be dug within the enclosure and the earth stored along the margin of the trench. The night soil within the trench should be covered with dry earth and removed for disposal by trenching at least twice day. At the conclusion of the jatras, the trenches should be covered up. Weak kerosene oil emulsion may be used to prevent flies from infecting and breeding in such latrines. The ground selected for entrenching night soil should be to the leeward side of the encampment and not less than two furlongs distant.

10. The general cleanliness of the camp should be secured by careful conservancy and removal of all rubbish, cattle droppings, etc., at least twice a day, the same being disposed of by dumping in dry fields.

11. In large fairs, attention should be paid to the cleanly condition of abbatoirs and the animals brought for slaughter, passed by the Veterinary or Sanitary Inspector.

12. The causes of deaths occurring during jatra should be carefully enquired into by the Sanitary and Police authorities and returns maintained by the Sanitary Inspector. Suspicious cases should be promptly visited so that due precautions may be adopted in the event of death being due to dangerous infectious diseases such as cholera, small-pox, plague, etc.

13. The first cases of cholera during fairs, festivals and jatras should invariably be shifted to separate sheds constructed for the purpose or when a dispensary has been opened in the wards attached to it, and all soiled clothing, bedding mats, etc., forthwith burnt. A very careful enquiry should be made to find out where the patient vomitted and purged when he was in a fit state to move about and such places should be thoroughly disinfected by chemical disinfection or by heat at once. The remaining persons belonging to the household should be placed under careful surveillance. Special latrine accommodation should be provided for these persons and their excreta as well as those passed by the patient prior to admission into hospital carefully collected and burnt The role played by flies in transmitting the disease should not be forgotten. Kerosene oil emulsion will be found useful not only in killing the larvæ of insects but also in preventing flies from settling on dejecta. The pilgrims attending the jatras should be apprised of the occurrence of cholara by beat of drum and printed pamphlets containing simple instructions regarding personal cleanliness and preventive measures like drinking boiled water, using boiled milk avoiding bazaar

sweets and other cooked food on which dust and flies might have settled, discarding decomposing or indigestible fruits and vegetables and applying for medical aid on the immediate appearance of suspicious symptoms, should be freely distributed.

14. Pollution of the water-supply with cholera dejects is usually attended with an outbreak amongst several families. All sources of water-supply reserved for whatever purpose should forthwith be hankinised and whenever possible, the water baled out and the well, pond, etc., allowed to refill with fresh unpolluted water. It must be remembered that if only such water sources as are in use are hankinised, the people may resort to other sources containing water unfit for human consumption, thus aggravating the disease. To avoid this, all available sources of water-supply in the area should be hankinised simultaneously. The people should be assured that there is no danger if the pink coloured water is used for drinking purposes. Temporary wells should wherever possible be sunk.

15 If the epidemic assumes dimensions so large as to render it impossible for treatment being accorded in hospital wards, pills of potassium permanganate or crystals should be distributed for internal administration

16 Special care is necessary to collect the dejecta throughout the camp every fourth hour, and burning them. Soiled clothing should not be permitted to be washed in any source of water-supply before being boiled for at least twenty minutes.

17. The outbreak of cholera in fairs, festivals, etc., should forthwith be communicated by wire to the Sanitary Commissioner with the Government of Bombay and Madras. The patels of the neighbouring villages and along the mainroutes through which the pilgrims return to their houses should be kept informed of the progress of the epidemic and quantities of Potassium Permanganate placed at their disposal, together with directions for use

18. Disposal of the dead should be under the strictest discipline burials not being permitted anywhere in the catchment area of tanks or on the banks of streams or rivers.

19. Advantage should be taken of fairs and festivals to explain to the people in simple language matters relating to public health. Arrangments should be made in consultation with the local sanitary department to deliver lectures, hold demonstrations and distribute tracts and pamphlets on common preventible diseases.

20. At the termination of the feast, the camping area should be thoroughly cleaned and if possible ploughed up.

Mr. C. Subba Rao's Endowment Fund.

READ AGAIN—

Government Proceedings Nos. 1272-7—Edn. 41-14-21, dated 13th September 1915, and 7206-9—Edn. 58-17-32, dated 21st January 1918, issuing revised rules for the management of the late Mr. C. Subba Rao's endowment fund.

Note dated 14th August 1922, from the Muzrai Superintendent in Mysore :—

The rules issued under the authority of Government Proceedings No. 1272-7—Edn. 41-14-21, dated 13th September 1915, as modified in Order No. 7206-9—Edn. 58-17-32, dated 21st January 1918, for the management of the late Mr. C. Subba Rao's endowment fund are silent about the maximum period during which a student may be allowed to draw a scholarship. The practice has been to extend the period by one year at a time without regard to the total period for which a student may get the scholarship. There is a student who has been getting the scholarship for over six years and if he is to complete the course with the help of the scholarship, it will have to be continued to him for four years more. This undoubtedly tends to exclude other students, perhaps more deserving, from the benefit of the endowment scheme. It was therefore thought necessary that the maximum period for which the scholarship can be given to a student should be fixed.

The connected papers were circulated to the Board of Trustees and they are unanimously of opinion that the grant of scholarships should be limited to four years generally and in special cases a year's extension may be allowed at the option of the sanctioning authority, so that no student may get it for more than five years. Diwan Bhadur Mr. C. Srikanteswara Aiyar, the son of the donor, who was also consulted in the matter concurs in the opinion of the Board of Trustees.

I agree with the views expressed above and solicit the sanction of Government to modify the rules accordingly.

Correspondence ending with letter dated 1st August 1922, from Mr. C. Srikanteswara Aiyar is submitted.

ORDER NO. 931-6—MUZ. 141-22-2, DATED 23RD AUGUST 1922.

Approved.

The rules should be modified accordingly.

T. E. JEYARAMA AIYAR,
Secy. to Govt., Rev. Dept.

Rules for recruitment of Engineer Officers to the Public Works Department.

G. O. No. P. W. 293-302—E 1518-27, DATED 22ND AUGUST 1922.

READ—

Government Order No. P. W. 1488-96—E. 7757-65, dated 19th June 1919, sanctioning the adoption of a set of rules for recruitment of Engineer Officers to the Public Works Department, and Rule 2 thereunder guaranteeing appointments for a period of three years to the successful candidates of the Engineering College, Bangalore, from the first year in which the final Mysore University Examinations in Engineering are held.

(2) Government Order No. 15-17—Edn. 425-20-4, dated 5th July 1921, directing that practical training for a period of 12 months be required to be undergone by the successful students of the Engineering College before the B. E. Degree is conferred on them.

(3) Government Order No. P. W. 456-68—E. 2138-49, dated 17th September 1921, directing that the successful students of the final examination of 1921, 1922 and 1923 who complete their practical course and obtain degree in 1922, 1923 and 1924, respectively, should be given the posts guaranteed in 1922, 1923 and 1924.

(4) Letter No. 9121, dated 7th June 1922, from the Registrar, Mysore University, to the Chief Secretary to Government requesting that the passed men of 1921 who are entitled to guaranteed posts may be provided with employment on their completing the practical training.

(5) Note No. D. C. 11, dated 10th July 1922, by the Secretary to Government, Public Works Department, on the subject.

ORDER NO. P. W. 293-302—E. 1518-27, DATED 22ND AUGUST 1922.

In Government Order No. P. W. 1488-96—E. 7757-65, dated 19th June 1919, a set of rules for the recruitment of Engineer officers to the Public Works Department was sanctioned, and, in accordance therewith, five appointments have been guaranteed to the successful students from the College of Engineering, 3 for Civil and 2 for Mechanical. Of these, the first student in the final B E., Examination with Civil Engineering and the first student in the Mechanical Engineering are to be appointed as Assistant Engineers on Rs. 200 on probation for 2 years, while the remaining three are to be appointed as Sub-Assistant Engineers on Rs. 100 per mensem On account of the present financial stringency, the Engineering activities in the various Departments of the State have had to be reduced Consequently, it has become necessary to carry out considerable reductions of establishment in the Public Works Department. In view of the above contingency, the Government orders in the matter of guaranteed appointments to the successful students of the Engineering College requires modification.

2. Government, after a careful consideration of the question, direct that only the candidates who head the B. E. list (theoretical) in the Civil and the Mechanical branches in the years 1921, 1922 and 1923 may, after the completion of their practical training, be appointed Assistant Engineers on probation for two years and confirmed thereafter on the occurrence of vacancies, or, kept as supernumeraries if there are no vacancies. When additional appointments are made in the Department of Public Works owing to expansion, or under temporary establishment, preference will, however, be given to those that do not head the list but are included in the specified number under the Government Order of 1919.

S. CADAMBI,
Secretary to Government,
Public Works Department.

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☞ Separate paging is given to the Parts in order that they may be filed as distinct compilations.

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OFFICE OF THE COMPILER, MYSORE GAZETTE.

NOTICE.

1 The *Mysore Gazette* is published at Bangalore every Thursday. Matter for publication in the Gazette is often sent late to the Press. This involves considerable inconvenience to the Press and expense to Government All matter intended for publication in Parts I, II-A, III, IV, V and VI should therefore reach this office not later than Tuesday noon, and that for Part II not later than the forenoon of Wednesday, for the following Thursday's issue of the Gazette.

2. Spare copies of notifications, etc., are often asked for long after their publication, when the matter has been broken up, necessitating its resetting and thereby causing inconvenience to the Press and waste of money When spare copies are wanted, a note to that effect, stating the number of copies, should be made at foot of such manuscript. If spare copies *exceeding 100 in number* are required, the department concerned *should supply the required quantity of paper*.

3. Matter sent for insertion in the Gazette will be published *only once* and the abstract in two issues

4 Applications for the supply of the Gazette on *Public Service* should be made to the Chief Secretary to the Government of Mysore

5 As per G O No 1310-70-- P. & S. 37-2-1, dated 22nd August 1922, the English or the Kannarese portion of the *Mysore Gazette*, consisting of Parts I, II, II-A, III and V only, will be supplied to the Members of the Representative Assembly during their tenure of office as such Members, within the State at *half*-rates on production of a certificate from the Amildar of the taluk to the effect that such applicant is *bona fide* on duty at the time. Such subscribers will please note that the Gazette cannot be had *in separate Parts* at concession rates. Those who pay Rs 3 6-0 per annum will have Parts I, II, II-A, III and V only and those who require the other Parts will have to pay the *full* subscription fixed for the Part or Parts wanted; but those who pay Rs. 6 will get the entire copy of the Gazette

6 As Government Treasuries in Mysore are authorized to receive and credit Gazette subscriptions as well as publication charges remitted by Courts or private parties, all such moneys should be sent to Treasuries and only Treasury receipts forwarded to this office No money orders or cash will be received by the undersigned except from parties outside the State.

7. Much inconvenience is caused to this office by subscribers omitting to give their full and correct addresses and writing illegibly on the money order coupons. They are requested to insert invariably the name of the Post Office to which their copy should be sent

8 Communications on post cards or on paper less than quarter sheet of foolscap, will not receive attention, and no communication should be sent on Government Service by private parties.

9. An efficient system of check and counter-check is maintained over the despatch of Gazette copies forwarded through post. Duplicates cannot be supplied in any case of non-delivery.

10. Complaints regarding non-receipt of the Gazette should be forwarded to the undersigned within a week after the date on which it is due.

11. The revised rates of subscription to the Gazette, which are payable *in advance*, are as follows:—

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D. B. RAMACHANDRA MUDALIAR,
Compiler, Mysore Gazette.

The Mysore Gazette.

Vol. 57.] PUBLISHED BY AUTHORITY. [No. 36.

BANGALORE, THURSDAY, SEPTEMBER 7, 1922.

PART I.

IMPORTANT GOVERNMENT ORDERS.

CHIEF SECRETARIAT.

Retrenchments in the Amrut Mahal Department.

READ :—

Government Order No. 4757-61—235-16-3. dated the 4th September 1918, passing orders on the proposal about the transfer of a portion of the Amrut Mahal kaval lands to the Revenue Department.

2. Government Order No 24168-72—Mily. 153-19-5, dated the 11th June 1921, passing orders on the several resolutions of the Committee for the consideration of questions relating to the Amrut Mahal Department.

3. Letter No. C. 266—Gen. 21-22, dated the 10th December 1921, from the Revenue Commissioner, forwarding his opinion regarding the proposals made by the Superintendent of the Amrut Mahal Department in the matter of the reduction of Amrut Mahal herds and Amrut Mahal kaval lands.

4. Letter No. 6232, dated the 15th December 1921, from the Chief Commandant, Mysore State Troops, forwarding a memo containing his opinion on the same subject.

5. Letter No. 8244, dated the 7th February 1922, from the same officer, forwarding a statement showing the revenue and expenditure of the Amrut Mahal Department for the past 39 years together with a note explaining the financial results of the working of the Department.

6. Resolution No. 29 of the Special Finance Committee, suggesting reduction of herds and the relinquishment of Amrut Mahal kavals with a view to reduce expenditure and enhance the revenue from the Amrut Mahal Department.

ORDER No. P. 1644-710—MILY., DATED THE 30TH AUGUST 1922.

The main recommendations of the Special Finance Committee in regard to the retrenchments in the Amrut Mahal Department are briefly as follows :—

(*a*) The number of cattle now in the Department may be reduced to 4,000 head of cattle. This may be divided into 9 herds and located in the districts of Chitaldrug and Kadur under the control of the Deputy Commissioners of the respective districts, the Amrut Mahal as a separate department of Government being abolished.

(*b*) One lakh of acres of the Amrut Mahal kavals out of a total extent of 2,68,000 acres be thrown out for cultivation.

(*c*) All cattle exclusive of those proposed to be reserved, (*i.e.*) 5,238 may be sold off.

(*d*) A training depot for the domestication of cattle before they are put up for sale may be established at Ajjampur.

2. The Committee consider that if their recommendations are approved, it will be possible to effect retrenchments in expenditure to the extent of Rs. 22,000 on the annual establishment charges of the Department and that there would be an increase in Land Revenue to the extent of Rs. 50,000 per annum as a result of a portion of the kavals being thrown open for cultivation. They also expect a lump sum revenue of nearly Rs. 25,00,000 as a result of the sale of lands and the Amrut Mahal cattle.

3. The recommendations of the Committee are based on the proposals submitted to Government by the Amrut Mahal Superintendent. Government consider that in view of the supplies of bullocks to the British Military Department having ceased long ago and the requirements in respect of bullocks of the Imperial Service Transport Corps being likely to be very restricted in future, a reduction in the number of herds maintained in the Amrut Mahal Department can be effected without inconvenience. They are accordingly pleased to direct that the number of herds may be reduced from 18 to 12 comprising 5,500 head of cattle and that the excess in stock, *i.e.*, 3,728 may be sold off in batches in accordance with public demand.

4. The Committee recommend that the herds may be located in the two districts of Chitaldrug and Kadur and placed under the control of the Deputy Commissioners. The history of the Amrut Mahal Administration in the State affords abundant testimony pointing unmistakably to the conclusion that unless an independent department of Government is entrusted with the care and supervision of this breed of cattle, the peculiar characteristics for which they are famous are soon likely to disappear. Government note that the Committee are themselves anxious for the maintenance and the improvement of this famous breed of cattle. This is, however, not likely to be attained by entrusting the supervision of the herds to the Deputy Commissioners of Districts, who cannot with their multifarious duties be expected to pay the special attention which a careful supervision of this department entails. Government are therefore pleased to direct that the Department be continued, as at present, under the Chief Commandant with a Superintendent in immediate charge. In view of the reduction of the establishment of cattle, Government consider that a Senior Amildar with a suitable local allowance may be placed in charge of the establishment. They are pleased to appoint Mr. Abdulla Sheriff, Amildar, as Superintendent of the Amrut Mahal Department on probation for one year with an allowance of Rs. 100 per mensem in addition to his grade pay. The establishment of the Department will be reduced by $\frac{1}{3}$ in view of the reduction in the strength of the cattle maintained. The Chief Commandant will be requested to submit proposals for the revision of the establishment.

5. The Committee suggest that one lakh of acres may be thrown open for cultivation and that a Special Officer may be appointed for realising this revenue with a set of Mozinidars for phoding the lands proposed to be disposed of for cultivation. Government observe that about 1,25,000 acres out of the Amrut Mahal kavals were placed at the disposal of the Revenue Department only a few years ago and that only a very small proportion of this extent has yet been taken up for cultivation. They consider moreover that in the interests of the cattle establishment, suitable lands have to be reserved for grazing purposes if the breed of cattle should be maintained and improved. Under these circumstances, Government do not consider it necessary to decide immediately as to the extent of lands that may be relinquished by the Amrut Mahal Department. They are of opinion that it will be sufficient if, for the present, the lands at the disposal of the Amrut Mahal Department are carefully classified with a view to ascertain the requirements of the Department and to determine the additional blocks of lands which may be thrown open for cultivation by a Committee appointed for the purpose. They are pleased to appoint a Committee consisting of the Revenue Commissioner, the Chief Commandant, and the Director of Agriculture, with the Amrut Mahal Superintendent as the Secretary. The Revenue Commissioner will be the Chairman and the Deputy Commissioner of the District in which the lands dealt with by the Committee are situate will be co-opted as a member for the time being.

6. Government are pleased to accept the recommendations of the Committee in regad to the establishment of the Training Depot at Ajjampur in order to facilitate the sale of cattle in excess of the number proposed to be retained. The Training Depot will be opened immediately. The Chief Commandant will be requested to submit for the sanction of Government, an estimate of the initial cost and the establishment required for the Training Depot.

B. VENKOBA RAO,
General Secretary,
Ex-officio Chief Secretary to Government.

FINANCIAL SECRETARIAT.

Delegating Powers to Certain Heads of Departments.

ORDER NO FL. 1181-230—G. F. 11-22, DATED 30TH AUGUST 1922.

With a view to minimise correspondence and hasten the despatch of public business, Government are pleased to delegate the undermentioned powers, now vested in Government to the marginally noted Heads of Departments to the extent indicated below:—

1. Chief Court,
2. Revenue Commissioner
3. Excise Commissioner
4. Inspector-General of Police
5. Inspector-General of Registration
6. Inspector-General of Education
7. Conservator of Forests
8. Chief Engineer
9. Agent, Mysore Railways
10. Director of Industries and Commerce.
11. Commissioner of Stamps
12. Commissioner of Income Tax
13. Comptroller
14. Chief Electrical Engineer
15. Director of Agriculture
16. The Mysore University
17. The Senior Surgeon
18. The Chief Commandant

(1) Power to sanction under Article 10 of Mysore Account Code, Volume I. Arrear claims of all officers appointed by them.

(2) Power within Budget grant to purchase or sanction purchase of stationery articles locally up to a limit of Rs. 20 under Article 168 (H), Mysore Account Code, Volume I.

(3) Power to sanction recurring contingent charges under Article 168 (Q), Mysore Account Code, Volume I subject to Budget provision, provided the limit of Rs 10 per mensem is not exceeded under each item and sanction does not exceed 2 years

(4) Power to purchase Clocks of approved patterns of value of and under Rs. 25, within Budget provision.

(5) Power to sanction in the case of Non-Gazetted Officers, the acceptance of rewards offered by private persons or by the public.

(6) Power to sanction in the case of Non-Gazetted Officers, the acceptance of Honorarium for work for Co-operative Societies

(7) Power to confirm Probationers of Non-Gazetted rank after the period of probation is over and service is approved, in vacancies in regularly sanctioned scales of establishments when such appointments are within their powers of appointment.

(8) Power to sanction repair of tents when cost does not exceed Rs 25.

(9) Power to sanction charge allowances to Non-Gazetted Officers under the Mysore Service Regulations.

(10) Power to appoint persons over 25 years of age in exceptional cases. An annual return of persons so employed should be submitted to Government on the 1st of July of every year.

(11) Power to sanction purchase of topo-sheets and Taluk maps subject to budget provision.

(12) Power to sanction charges in connection with the publication of handbooks and leaflets subject to budget provision.

(13) Power to sanction journeys outside the State in the case of Non-Gazetted Officers.

(14) Power to sanction advertisement charges for publishing notifications, etc., in Newspapers within a limit of Rs. 25

(15) Power to sanction hot and cold weather charges within an annual limit of Rs 100.

(16) Power to sanction acceptance of remuneration by officers appointed as examiners for examinations conducted by the Educational Department and the Mysore Local Service and the Pleaders Examination Board in accordance with fixed scales.

(17) Power to re-employ pensioners on pay not exceeding Rs 100 provided both pension and pay after re-employment do not exceed the pay drawn by them while last in service.

Powers Nos. 1, 2, 4, 5, 6, 7, 8, 9, 10, 11 and 14 are delegated to Heads of Departments other than those specified in the margin of para 1.

The Comptroller is requested to incorporate this order in the Mysore Account Code.

M. N. KRISHNA RAO,
Financial Secretary to Government.

Medical Certificate.

READ :—

Petition dated 10th January 1922 from Abdul Kareem, Daffedar of the Comptroller's Office, on sick leave, stating that he is very ill and unable to rejoin duty and praying for a gratuity.

2. Letter No. 978—Pen., dated 30th March 1922 from the Comptroller submitting his report on the above.

ORDER No. Fl. 1114-63—S. & A. 97-21-2, DATED 30TH AUGUST 1922.

Abdul Kareem, Daffedar of the Comptroller's Office had put in a service of 29 years 8 months and 10 days on 9th January 1922 when he applied to the Comptroller for leave on account of illness. He submitted a petition to Government on the next day in which he stated that he was very unwell and that he did not expect to return to duty or survive his illness and requested that the gratuity admissible might be sanctioned to him. On the 12th of the same month he died.

2. The Comptroller reports that if the petitioner had been retired under Article 306, he would have been entitled to a gratuity of Rs. 246-8-0 under Article 340 (*a*) (ii) of Mysore Service Regulations As however, his incapacity for further service has not been established by a medical certificate under Article 306, the Comptroller has submitted the case for the orders of Government.

3 According to the Pension Regulations, the production of a medical certificate of permanent incapacity for public service and formal discharge by the authority concerned are the two conditions necessary for the grant of an invalid gratuity. In this case, there was discharge from duty when the man was relieved of it and allowed to go on leave. As for incapacity for further service, the applicant's death is itself the proof. The requirements of the Regulations are complied with and the grant of gratuity in this case is therefore in accordance with the intention of the Pension rules although the formalities prescribed have been strictly observed.

4. Government are pleased to direct that the following new article may be introduced in the Mysore Service Regulations to regulate the grant of pension or gratuity in such cases.

"If an officer applies, while on leave of any kind taken on account of illness, for retirement on the ground of incapacity for further service and dies before producing the certificate prescribed in this section (Article 306) to support his request for retirement, his case will be dealt with as if he had produced such certificate, provided the Head of the office certifies that he has no reason to believe that the applicant's illness or death was due to irregular or intemperate habits."

5. Government are also pleased to direct that the benefit of this order may be extended to the cases of the undermentioned two menials. This order supersedes the orders previously issued in their cases as noted against each.

1. Seeta Byra, Gollar, State Huzur Treasury, Fl 6469, dated 27th April 1921.
2. Lakshmiah, Peon, Revenue Commissioner's Office. Fl. 4078 dated 17th February 1922.

6. Needful Addenda and Corrigenda to Mysore Service Regulations will issue separately.

M. N. KRISHNA RAO,
Financial Secretary to Government.

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BANGALORE, THURSDAY, SEPTEMBER 14, 1922.

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BANGALORE, THURSDAY, SEPTEMBER 14, 1922.

PART I.

IMPORTANT GOVERNMENT ORDERS.

CHIEF SECRETARIAT.

Reduction of the Menial Establishments.

READ—

Para 3 of Government Order No. G. 6620-45—G. M. 236-07-1, dated 13th May 1908, passing orders regarding the revision of the Menial Establishments attached to the several Headquarter Offices.

2. Resolution No. 38 of the Special Finance Committee, recommending reduction in the Menial Establishment of the various offices and Departments in the State.

ORDER No. O. 1629-92—G. M. 42-22-1, DATED BANGALORE 11TH SEPTEMBER 1922.

The Special Finance Committee are of opinion that the strength of the menial establishments employed in Government Offices is much in excess of actual requirements and that the increase in expenditure consequent on the enhancement of pay granted to the menials in the service of the State within recent years renders a material reduction in the strength of the establishment absolutely necessary. They recommend that the system under which officers are permitted to detach a portion of the menial establishment for work at their residences should be restricted to cases in which a regard to public interests may be held to support the practice. They consider that the privilege of home orderlies should be limited in respect of high functionaries and of officers having executive duties which bring them into contact with the general public. Basing their proposals on the assumption that about 5,000 menials costing Rs. 6,00,000 per annum are on duty either in Public Offices, or at the residences of officers, they recommend that the strength of this establishment be reduced by about 1,200, effecting a retrenchment in public expenditure to the extent of Rs. 1,25,000 per annum.

2. Government are in full sympathy with this recommendation of the Special Finance Committee. A careful computation of the actual strength of the menial establishments employed in Government Offices and on duty with officers, shows that the total number is 4,806 costing about Rs. 6,35,000 per annum or on an average of Rs. 11 per month per menial. Government consider that the expenditure of Rs. 6¾ lakhs on menial establishments in Government Offices is excessive and that a reduction in this expenditure to the extent of at least Rs. 1,00,000 should be effected without delay.

3. Moreover, from a return recently obtained by Government, showing the allocation of duties to menials in the various Government Offices in the State, it is observed that the number of menials deputed for duty under officers both in their offices and at their residences is not fixed on any uniform basis. Government are therefore pleased to direct that the following principles be observed in regard to the deputation of menials for duty under Gazetted Officers:—

(a) Every Gazetted Officer in independent charge of an office should be allowed the services of a Government peon for duty at his residence, whether he is a touring

officer or not, and that the peon should be employed solely for Government work.

(*b*) In the case of touring officers, such as Executive Engineers, Assistant Commissioners in charge of Sub-Divisions, and District Forest Officers, Government consider that two peons might be allowed to work at their residences.

(*c*) Other touring officers such as District Medical Officers, District Inspectors of Education, District Excise Officers, etc., may be allowed one peon each for work at their residences.

(*d*) In the case of Deputy Commissioners, Government consider that four peons might be deputed for duty at their residences.

(*e*) District Judges should be given two peons for work at their residences

(*f*) In the case of Heads of Departments, the number of peons for work at their residences may vary from 3 to 4 depending on the quantity of public work these officers would have to do at their residences.

(*g*) Other officers employed in a subordinate capacity, such as Assistant Secretaries to Government and Headquarter Assistants to Heads of Departments, may be allowed one peon each for work at home.

(*h*) In the case of Amildars, Government are of opinion that four peons should be allowed instead of 6 as at present.

(*i*) Government agree with the recommendation of the Committee that two peons may be allowed for duty under Sheikdars and one under the executive subordinates such as Excise Inspector, Sanitary Inspector, etc, to facilitate Government work

(*j*) In the case of menials on orderly duty in Government Offices, Government are of opinion that no officer of the grade below that of Deputy Commissioner need have more than one orderly and no officers of higher status need have more than two.

4 It is estimated that a revision of the strength of the menial establishment deputed for duty under officers on the principles enunciated above will result in a reduction of about 300 peons out of about 1,500 on duty in the residences of officers, and about 250 out of 1,250 on duty under officers in their offices.

The total estimated strength of the menial establishment employed on other general and specific duties in Government offices is about 2,050 and Government consider that the strength of the menial establishment should be reduced by at least one in the case of offices now having a strength of six peons for such duties, and in the proportion of one in five in the case of offices employing 10 peons or more. This is expected to result in a reduction to the extent of about 210 in the strength of the total menial establishment.

5. Government consider that the uniform enhancement in the pay of the entire menial establishment working in all Government offices in accordance with Government Order No. Fl. C. 6-55—S. & A. 5-21-11, dated 9th October 1921, has rendered the pay of the menials in the older offices such as of the Revenue Department inequitable as compared to those drawn by menials in offices sanctioned within recent years They are therefore of opinion that a revision in the pay of all menial establishments should be immediately undertaken and are pleased to direct that the rates of pay of peons may be revised as follows —

	Peons	Dafedars	Jemadars
	Rs	Rs.	Rs
At Bangalore and Mysore	11, 12, 13	15	17
At other places ...	10, 11, 12	14	16

6 The Heads of Departments will be requested to submit for the formal orders of Government, statements showing the number of peons required for their departments in accordance with the principles enunciated above, with an estimate of approximate cost on the basis of the revised salaries sanctioned in this order. With a view to facilitate the formulation of their final proposals preliminary statements prepared in the Secretariat in accordance with these principles will be forwarded to the Heads of Departments, and they are requested to submit their proposals to Government within one month from the date of this order

7. The Special Finance Committee make detailed recommendations in respect of the number of Police orderlies that may be deputed for duty under certain officers and in Courts Government observe that this recommendation is made not with a view to reduce the strength of the Police Force, but in order to set free as large a number of constables as possible for their legitimate duties. The Inspector-General of Police will be requested to go into this question in detail and submit recommendations as to the principles on which Police orderlies are now deputed on duty in Courts and under Magistrates, Police officers, and the reduction that may be effected in their number.

K. MATTHAN,
Chief Secy. to Govt.

Free studentships in Schools and Colleges.

READ—

Paragraph 5 (3) of Government Order No. 2210-24—Edn. 532-20-4, dated the 3rd December 1921, reserving for separate orders the question of revision of the scheme of free-studentships in schools and colleges.

2. Correspondence ending with letter No. 9105, dated the 6th June 1922, from the Registrar, Mysore University, on the subject.

ORDER NO. E. 1720-4—EDN. 354-21-10, DATED 6TH SEPTEMBER 1922.

The question of revising the scale of free-studentships in schools and colleges has been under the consideration of Government for some time past. The scale of freeships in High Schools and Colleges was originally fixed at 20 per cent as far back as 1894 in Government Order No. C. 197-271, dated 24th January 1894. With a view to afford special facilities for the encouragement of higher education on the opening of the Mysore University, it was considered desirable to raise the percentage in the Entrance and College classes, and the percentage of freeships in these classes was raised to 33 in July 1917 and further raised to 40 in College classes in January 1919. When the scheme of scholarships for the backward classes was introduced, the freeships attached to these scholarships were considered as additional freeships over and above the percentages above referred to.

2. The B.Sc. courses and the Engineering Faculty were newly started after the opening of the Mysore University and when the Senate of the Mysore University proposed in April 1918, that University Education in the Arts course be made free, Government considered that technical and scientific training stood in need of greater encouragement than purely literary education and accordingly directed in January 1919, with a view to popularising the B.Sc., and Engineering courses that for a period of three years the B. Sc. students in Physics and Chemistry may be free and the percentage of freeships in the College of Engineering be increased to 50.

3. All girls are taught free in girls' schools. Mahomedan Boys are half free. The Heads of Educational institutions are also authorised to remit wholly or in part, the fees due by such boys of the Hindustani Rajput Community as may be found on enquiry to be really unable from poverty and straitened circumstances to pay the same Recently it has also been ordered that all pupils of the Depressed classes may be treated as free pupils in all stages of instruction.

4. In view of the fact that the scale in force at present in High Schools was fixed years ago and the scale in Colleges was fixed with great liberality as a temporary measure on the inauguration of the University, Government considered that the entire question should be re-examined and a permanent scale fixed with due regard to the altered circumstances. The Board of Education, the University Council and the Inspector-General of Education have also been consulted in regard to modifications considered desirable in the existing scheme. The Inspector-General of Education has proposed that the percentage of freeships may be reduced in the Entrance classes from 33 to 20 and that it may remain at 20 in the High School classes, while the Board of Education consider that no change in the existing rates is called for, but that in the case of girls and Mahomedans poverty should be made a condition for the grant of freeships. The University Council have recommended that the percentage of freeships exclusive of those attached to all scholarships be fixed at 30 per cent in the Maharaja's and Central Colleges and 35 per cent in the Engineering College, the percentage being calculated on the total strength of the College.

5 On careful consideration Government are of opinion that the present scale of freeships in High Schools being low should not be reduced as this is an important grade of Education intended to qualify pupils both for higher studies and for entering the Lower ranks of any profession or calling, and that the percentage of freeships in the Entrance and higher classes may be increased grade by grade according to the progressive increase of the cost of education of these grades. They are accordingly pleased to direct that the scheme of freeships be revised as follows.—

(1) All scholarship-holders including holders of backward class scholarships will be free.

(2) Of the remaining number, 30 per cent in the University classes (including the Engineering College), 25 per cent in the Entrance classes and 20 per cent in the High School classes will be free. These will be open to all communities.

(3) The existing concessions to the Rajputs and the Mahomedan pupils, girls, and the Depressed classes will remain unaffected by this order.

K. MATTHAN,
Chief Secretary to Government.

GENERAL SECRETARIAT.

Retrenchment in the Co-operative Department.

READ—

Government Order No. 6652-700—A. & I 67-15-20, dated 15th May 1916, passing orders on the apportionment of work between the Registrar and the Assistant Registrars of Co-operative Societies in Mysore.

2. Government Order No 6296-7—I. & C. 8 18-25, dated 9th January 1919, passing orders regarding the establishment of the Registrar of Co-operative Societies, and the allocation of the staff on the revised scale

3. Resolution No. 27 of the Special Finance Committee recommending retrenchment in the Co-operative Department and suggesting improvement of revenue.

ORDER No. L. 2129-80—C. S 21-22-1, DATED 4TH—6TH SEPTEMBER 1922.

The Special Finance Committee recommend that as a temporary measure of economy, the Registrar with the Personal Assistant should be able to run the Department and suggest—

(*a*) that the two Assistant Registrars as well as the Probationer appointed to the Department may be withdrawn.

(*b*) that seven Inspectors may be abolished as agreed to by the Registrar and,

(*c*) that Court Fees at the usual rates may be ordered to be levied on suits filed before the Registrar under Rule 16 of the Rules under the Co-operative Societies Regulation.

2. Government have carefully considered the recommendations of the Special Finance Committee and are pleased to pass the following orders.—

i The total number of Co-operative Societies in the State is 1,500 and Government do not consider that the Societies can be efficiently supervised by a Registrar with the aid of only a Personal Assistant. They consider that the abolition of the appointments of Assistant Registrars would be a retrograde step in the interests of the further development of the Co-operative movement in the State

ii As the Registrar is agreeable to reduce the number of Inspectors as recommended by the Committee, Government are pleased to direct that the cadre of the Inspectorate may be reduced by seven Inspectors of the last grade.

iii In regard to the recommendations for the levy of court fees on suits filed before the Registrar, Government consider that as the concession now granted by Government only benefits the defaulters against whom suits are filed and who are no longer members of societies, they are pleased to accept the recommendation and direct that fees at half the rates charged in Civil Courts may be imposed on suits filed before the Registrar and the rules under the Regulation modified accordingly

B VENKOBA RAO,
Secretary to Government, General Dept.

FINANCIAL SECRETARIAT.

Retrenchment in the Comptroller's Office.

READ—

Government Order No 1938-40—C. B 219-20-1, dated 28th April 1921, directing that two Assistant Commissioners be transferred for training in the Comptroller's Office

2. Government Order No Fl. 2363—G. F. 13-19-20, dated 20th October 1919, directing that two Accountants be deputed to Bombay every year for a period of five years for being trained in Commercial Accounts.

3. Government Order No. Fl. 4613-52—G F 92-17-3, dated 26th February 1918, fixing among other things, the temporary account establishment for the Krishnarajasagara Works in the Comptroller's Office.

4. Resolution No. 40 of the Special Finance Committee recommending certain retrenchments in the Comptroller's Office

ORDER No. FL. 1286-335—G. F 32-22-1, DATED 6TH SEPTEMBER 1922.

The recommendations made by the Special Finance Committee in regard to the retrenchments in the Comptroller's Office are as follows—

(i) The two Assistant Commissioners now under training in the Comptroller's Office may be withdrawn effecting a saving of Rs. 7,800.

(ii) The system of deputing graduate Accountants from the Comptroller's Office for training in Commercial Accounts to Bombay may be suspended resulting in a saving of Rs. 3,600 per annum.

(iii) The grant under "Contingencies" may be reduced by Rs. 1,000.

(iv) A reduction in duty allowances to officers doing duty in the Department may be made resulting in a saving of Rs. 2,400 per annum.

2. Government have carefully considered the recommendations of the Committee and are pleased to pass the following orders:—

(i) The recommendation in regard to the withdrawal of Assistant Commissioners under training in the Comptroller's Office has been made on the ground that the training of junior officers for work in the Comptroller's Office will not be necessary. Government observe that the system of training Assistant Commissioners in the Accounts Department is necessary in order to obtain a continuous supply of trained officers for the charge of Gazetted posts reserved for the Civil Service. The officers now under training in the Comptroller's Office cannot, therefore, be withdrawn simply because they may not be required for work there.

(ii) Government are pleased to accept the recommendation of the Committee that the system of deputing Accountants to Bombay for training in Commercial Accounts may be suspended for a period of two years. The reduction in the grant under contingencies is also approved.

(iii) Government observe that the Committee considered that in view of the reduced grant for Krishnarajasagara Works, it should be possible to curtail the temporary Accounts Staff costing Rs. 22,056 per annum now maintained for the purpose. The capital grant for the Krishnarajasagara Works during the last two years has been considerably restricted and Government consider that a curtailment in the Accounts Staff should be effected without delay. They are accordingly pleased to direct that the establishment may be reduced by 25 per cent of its present strength. The Comptroller will be requested to take action accordingly

(iv) Separate Orders will be passed on the recommendation of the Committee in regard to the reduction of duty allowances drawn by the officers working in the Comptroller's Office.

M. N. KRISHNA RAO,
Finl. Secy. to Govt.

PUBLIC WORKS SECRETARIAT.

Reorganisation of the Public Works Department.

READ—

Government Order No. 4397-9—G. M. 237-08-1, dated 29th January 1909, passing orders on the Memorandum of the Retrenchment Committee regarding the possibilities of reduction in the Public Works Department.

2. Government Order No. 879-86—P. W. 4532-39, dated 9th May 1915, according sanction to a scheme for time-scale for Engineering Officers.

3. First Member's Note dated 12th April 1921, on the proposed reorganisation of the Public Works Department.

4. Correspondence ending with communication No. C. 128, dated 4th November 1921 from the Chief Engineer, forwarding a note in connection with the reorganisation of the Public Works Department.

5. Note dated 20th January 1922 of the Huzur Secretary suggesting, for consideration, an alternative scheme for the reorganisation of the Public Works Department.

6. Resolution No. 22 of the Special Finance Committee, forwarding their suggestions in connection with the two alternative schemes for the reorganisation of the Department.

7. Government Order No. R. 5042-89—L. R. 408-14-1, dated 11th December 1914, passing orders on the scheme regarding the restoration and construction of minor tanks.

8. Government Order No. R. 2440-87—L. R. 408-14-40, dated 29th August 1916, laying down detailed rules of procedure in certain respects in connection with the working of the Minor Tanks Restoration Scheme prescribed in Government Order, dated 29th August 1916, read above.

9. Government Order No. R. 8910-20—L. R. 15-18-24, dated 6th February 1920, prescribing the procedure to be adopted in regard to the levy of contributions from raiyats for Irrigation Works.

ORDER NO. P. W. 373-426—E. 1974-2027, DATED 9TH SEPTEMBER 1922.

For some time past, Government have had, under their consideration, the subject of the reorganisation of the Public Works Department which has become necessary in view of the defects which experience has disclosed in its present constitution and the methods of administration in vogue in the Department. The changes introduced in the organisation of the Department from time to time with a view to meet the varying demands not only of the Public Works Department proper, but also of the Railway, the Industries and Commerce and certain other Departments which obtain their technical officers from this Department, have resulted in the creation of a number of overlapping grades in its present constitution. The frequent loan of officers of the higher grades to other Departments has led to the work of the main Department being placed in the hands of junior officers resulting in sacrifice of efficiency, and serious complaints, both from the general public and the raiyat population, in regard to the need for more energetic efforts towards the maintenance of roads and the restoration of tanks, indicate the necessity for a radical change in the constitution of the Department.

2. Government have also had an opportunity of considering the recommendations of the Special Finance Committee in regard to the future organisation of this Department made with special reference to the restricted allotments which are likely to be available for expenditure during the next few years in this Department and are now in a position to pass definite orders on the subject.

3. The future constitution of the Department will consist of two Chief Engineers, one of whom will be in charge of the Roads and the Buildings in the State, while the other will be placed in charge of all Irrigation Works and works connected with Sanitation and Water-supply. The officers will be independent of each other and will be *Ex-officio* Secretaries to Government in their respective branches. Government consider that the appointment of a separate Chief Engineer for each of the main functions discharged by the Department will lead to greater concentration and more efficient supervision of the different classes of works than is possible under an organisation consisting of a Chief Engineer assisted by a Deputy Chief Engineer as proposed by the Special Finance Committee.

Government are pleased to direct that, pending the retirement of Mr. Cadambi at the end of his term, he will continue to be Secretary to Government in both the branches of the Public Works Department as well as in the Electrical Department as hitherto. He will be relieved of the administrative charge of the entire work of the Department by the two Chief Engineers with the exception of that relating to Krishnarajasagara Works. He will be given the assistance of a special Assistant Engineer for Krishnarajasagara Works as well as an Assistant Secretary. Half the pay of the Secretary to Government, Public Works and Electrical Departments, as well as the Assistant Secretary, will be debited to the Krishnarajasagara Works and the other half to the Public Works Department. These arrangements will be temporary and cease from the date of Mr. Cadambi's retirement, on which the two Chief Engineers will be *Ex-officio* Secretaries to Government and the charge of Krishnarajasagara will be included under the Chief Engineer for Irrigation.

4. As the scheme of Restoration of the Minor Tanks in the State through the agency of the Revenue Department has not met with any success, Government have decided that it should be transferred to the control of the Public Works Department, and the appointment of a separate Chief Engineer for Irrigation will render it possible for the exercise of unified control over all the irrigation works in the State.

5. Government are pleased to fix the grade pay of each of the two Chief Engineers at Rs. 1,250 - 50—1,400. Each of the two Chief Engineers will be given the assistance, for office work, of an Assistant Engineer who will be *Ex-officio* Assistant Secretary to Government. This Officer will draw, in addition to the grade pay of his appointment, a duty allowance of Rs. 50 per mensem.

The Office Establishment of the two Chief Engineers will be provided out of the present establishment of the Chief Engineer's Office. The total expenditure under this head will be limited to Rs. 30,324. Separate orders will issue in regard to the details of the establishment of each office.

The necessary establishment required by Mr. Cadambi, the present Secretary to Government, Public Works and Electrical Departments, should be provided out of the permanent scale sanctioned above without any extra cost to Government. This establishment will be distributed among the offices of the two Chief Engineers in

proportion to the work devolving on them after the temporary arrangement sanctioned in para 3 is terminated.

6. The Special Finance Committee recommend that the appointment of Superintending Engineers may be abolished. Experience has proved that the institution of Circles of Superintendence which have been in existence in the State more or less continuously since 1896 with the avowed object of affording assistance to the Chief Engineer in the supervision of the works of the Executive Engineers has led to no real advantage. As a separate Chief Engineer is appointed for each independent class of work in the Public Works Department, the Superintending Engineers become unnecessary intermediaries and the appointments will therefore be abolished.

7. In regard to the establishment under "Construction," the Committee consider that ten Executive Engineers are sufficient for the needs of the State, inclusive of the Executive Engineer in charge of the Krishnarajasagara Works. They recommend that the two Channels Divisions under Krishnarajasagara may be abolished and the Water-supply and the Sanitary Divisions may be combined under one Executive Engineer. Government consider that it would be inexpedient to include in the general cadre of the Department, the establishment required for Krishnarajasagara Works, which is a large Capital Work under construction. They are also of opinion that in view of the large interests involved in the proper maintenance and restoration of the Irrigation Channels in the State, it would be inadvisable to abolish the Channels Divisions. They are, however, pleased to accept the recommendations of the Committee in regard to the combination of the Water-supply and the Sanitary Divisions under one Officer. The number of Executive Engineers in the Department will therefore consist of eleven distributed as follows:—

For charge of Districts	8
For charge of Channels	2
Water-supply and Sanitary	1
Total ..	11

The pay of the officers of the Executive Engineers' grade will, as recommended by the Committee, be Rs. 500—25—850.

8. The Special Finance Committee recommend that the grade of the Sub-Assistant Engineers need not be abolished, and that the number of Assistant Engineers need not be increased. Government consider that the retention of the Sub-Assistant Engineers' grade will perpetuate a large number of overlapping appointments in the present constitution of the Department, which is an undesirable feature, and that no advantage is gained in retaining the grade. They are accordingly pleased to direct that the number of Assistant Engineers be fixed at 35, their pay being, as recommended by the Committee, Rs. 200/2—250—25—400.

9. The Subordinate Executive Establishment of the Public Works Department will consist of 13 Upper Subordinates on Rs. 150-10-200, 30 Overseers on Rs. 100—10—150 and 250 Sub-Overseers on Rs. 35—5/2—80. The grades of Taluk Maistries, Tank Inspectors and Nala Monegars will be abolished. Of the 13 Upper Subordinates, 8 will be deputed to the eight districts for the control of Minor Tanks to be transferred from the Revenue Department. The entire Marahmat Establishment under the Deputy Commissioners of Districts will be absorbed.

10. Government have carefully considered the office establishment required for Executive and Assistant Engineers and are pleased to fix the total establishment charges as per details enclosed as follows:—

	Rs.
Eleven Division Offices	54,043
Thirty Sub-Division Offices	32,830
Stores	2,083
Ooty Sub-Division	480
Total ..	89,456

11. The total cost of the scheme of reorganisation, as sanctioned under this order, will be Rs. 6,44,216 as against Rs. 9,18,736, representing the cost of the establishment sanctioned at present, resulting in a saving of Rs. 2,74,520. Government have found it possible to effect this reduction in the total expenditure on establishments in the Public Works Department while improving materially the conditions of

service in the subordinate grades of the Department. They regret, however, that, in view of the present financial conditions, they have been unable to effect any improvements in the scale of pay in the higher grades of service as proposed in the memorial of the Engineers' Association presented in February 1921. This question will be taken up as soon as the financial situation of the State shows improvement. The details of the establishment as sanctioned in this order are given in the Appendix

12. The present order provides for the staff required for carrying out the ordinary administrative work of the Department. The Chief Engineer will submit separate proposals to Government after ascertaining the views of the Railway and the Education Departments, the University and the Palace, etc., in regard to the number and the grades of Engineer Officers required by them. Separate orders will be passed regarding the constitution of a reserve staff of Engineer Officers for loan to other Departments as well as the terms and the ordinary period for which such deputation may be sanctioned, on receipt of these proposals.

13. The Chief Engineer will further be requested to report, for the orders of Government, any modification that may be required in regard to the orders relating to recruitment to the Department as well as the terms and the conditions under which temporary appointments should be made in the Department from time to time

14. In view of the absorption of the Marahmat Department and the transfer of all the responsibility over the restoration of Minor Tanks to the Public Works Department, it will be necessary to issue a set of rules defining the responsibilities of the Revenue and the Public Works Departments in regard to this matter, and questions relating to the preparation of estimates, the recovery of contribution, the selection of tanks for restoration and the execution and completion of works will have to be considered The Chief Engineer is requested to submit suitable proposals along with the draft rules on all these points in consultation with the Revenue Commissioner

15. Separate orders have been passed by Government regarding the allocation of the officers now working in the Department, to the various charges sanctioned in this order.

S. CADAMBI,
Secy. to Govt., Public Works Dept.

APPENDIX

Statement showing the details of Establishment sanctioned.

			Annual Cost
I	DIRECTION —		
	(*a*) *Officers* —	Rs	Rs
	One Chief Engineer 1,250—50—1,400	1,370	
	One Chief Engineer ...	1,370	
	One Assistant 200/2—250—25—400 plus Rs 50 D A ..	379	
	One Assistant 200/2—250—25—400 plus Rs 50 D A ...	379	
		3,498	41 976
	(*b*) *Office Establishment* —		
	Actual charges as per Budget for 1922-23		30,324
			72,300
II	CONSTRUCTION —		
	(*a*) *Officers* —	Rs	
	Eleven Executive Engineers 500—25—850 .	92,180	
	Thirty five Assistant Engineers 200 2—250—25—400	1,38 180	
	(*b*) *Upper Subordinates*—		
	Thirteen at 150—10—200	28,600	
	(*c*) *Overseers* —		
	Thirty Overseers 100—10—150	48,000	
	Two hundred and fifty Sub-Overseers 35-5/2 801,	75,500	
	(*d*) *Office Establishment* —		
	Eleven Division Offices ...	54,043	
	Thirty Sub-Division Offices	32,850	
	Stores ..	2 083	
	Ooty Sub Division	480	5 71,916
			6,44,216

Allocation of officers according to the Reorganisation of the Public Works Department.

READ—

1. Note No. D. C. 13, dated 11th July 1922, from the Secretary to Government, Public Works Department, suggesting certain proposals regarding the allocation of the Executive Engineers.

2. Note No. D. C. 36, dated 21st July 1922, from the same officer making proposals for the allocation of the Lower Subordinate Executive staff according to the Reorganisation Scheme.

3. Note No. D. C. 42, dated 3rd August 1922, from the same officer suggesting proposals for the distribution of the several grades of officers according to the revised scale sanctioned under the Reorganisation Scheme.

4. Government Order No. P. W. 373-426—E. 1974-2027, dated 9th September 1922, sanctioning the reorganisation of the Public Works Department.

ORDER No. P. W. 427-479—E. 2028-2080, DATED 9TH SEPTEMBER 1922.

Under the Government Order sanctioning the reorganisation of the Public Works Department, the total number of Executive Engineers provided for the Department consists of 11. There are, however, 17 Executive Engineers holding permanent appointments in the Department at present; but as 5 of these officers are either above 50 years of age or have put in over 25 years of service, Government are pleased to direct that, with a view to reduce the number of permanent Executive Engineers to the scale provided in the order on the reorganisation of the Department, without in any way affecting the efficiency of the Department, the officers referred to in Appendix A may be retired from service after giving them all the privilege leave and furlough they may be entitled to.

2. Mr. G. V. Rao, Temporary Engineer, Sanitary Division, was first appointed in March 1920 for a period of 5 years. The terms on which this officer was appointed provide for the termination of his services after a previous notice of three months on either side. Government consider that, under the present circumstances, which necessitate a reduction in the scale of expenditure on the Public Works Department, the notice provided for in the agreement with Mr. G. V. Rao may be issued at once. The Chief Engineer will be requested to take needful action in the matter.

3. *Assistant Engineers.*—There are at present 27 Assistant Engineers (permanent), 29 Sub-Assistant Engineers (permanent), 17 Sub-Assistant Engineers (temporary), 18 Upper Subordinates and 2 Mechanical Engineers for Krishnarajasagara, making in all 93 officers in the Subordinate Executive grades of the Public Works Department. Under the orders sanctioning the reorganisation of the Department, the number of charges available for these officers amount to 52 in all consisting of—

35	for the Sub-Divisions.
4	Assistants (2 to the Chief Engineers and 2 to the Secretary, Public Works and Electrical Departments).
13	Upper Subordinates including 8 for Marahmat.
52.	

In accordance with the principle followed above in regard to the retirement of officers who are either over 50 years of age or have put in over 25 years of service, one Assistant Engineer and 4 Upper Subordinates referred to in Appendix B will be liable to retirement. The rest of the officers will be kept in a temporary cadre for employment either in Krishnarajasagara or on loan to other Departments as referred to in enclosure 5 of the Public Works Secretary's note No. D. C. 42, dated 3rd August 1922, printed as Appendix C to this order.

In regard to the permanent Sub-Assistant Engineers in the temporary cadre referred to above, Government are pleased to direct that they should be gradually absorbed as Assistant Engineers as vacancies arise. When appointed to fill temporary vacancies in permanent Assistant Engineers' grade, they may be designated Assistant Engineers and given the minimum pay of Assistant Engineers, *viz.*, Rs. 250. The other officers of the temporary cadre will draw their present pay in the Public

Works Department while employed in other Departments with the exception of the University, in which they will continue to draw the present allowance of Rs. 75 per month in addition to their grade pay.

4. *Lower Subordinates.*—In his note No. D. C. 36, dated 21st July 1922, the Secretary, Public Works Department reports that there are at present 195 permanent Lower Subordinates of all grades, and 261 temporary Lower Subordinates in the Public Works Department. Under the Government Order sanctioning the reorganisation, provision has been made for the appointment of 30 Overseers and 250 Sub-Overseers. The Chief Engineer reports that the number of Subordinate Officers required for the Krishnarajasagara and other special works is 6 Overseers and 83 Sub-Overseers, making a total number of 369 Subordinates. There are therefore 87 officers in excess of the requirements of the Department.

Of the Lower Subordinates permanently in the service of the Department, 46 officers are reported to be either over 50 years of age or to have put in more than 25 years of service. In accordance with the principle which has been followed in the retirement of officers in the higher grades of the Department, Government are pleased to direct that these Subordinates (46 in number) may also be retired from service after giving them as much privilege leave and furlough as they may be entitled to. In regard to the 41 Subordinates in excess of the requirements of the Department, notices will be issued by the Chief Engineer to such of the temporary officers whose services can be dispensed with in accordance with their terms of employment.

5. The Chief Engineer will be requested to submit, for the formal orders of Government, the names of the officers in the different grades allocated to the various charges sanctioned under the reorganisation order as well as the names of the Lower Subordinates to whom notices have been served.

6. Separate orders will be issued regarding the appointment of temporary Engineers for Krishnarajasagara and other works, proposals for which have been submitted in the Public Works Secretary's Note No. D. C. 13, dated 11th July 1922.

S. CADAMBI,
Secretary to Government,
Public Works Department.

APPENDIX A.

	Names	Age on 1-7-22.		Service on 1-7-22	
		Years.	Months.	Years.	Months.
1	Mr. T. S. Raghavachar	53	1	27	0
2.	„ Y Aswathanarayana Rao ..	52	11	25	7
3.	„ A Puttuswamaiya	52	1	27	0
4	„ C. Vijiarangum Naidu	53	5	21	6
5	„ K V. Desikacharya	50	3	19	2

APPENDIX B.

1.	Mr. B. C. Srinivasa Iyengar, Assistant Engineer	51	3	27	0
2.	„ E. Ramaswami Iyer, Upper Subordinate ..	50	11	30	4
3.	„ A. V. Thyagaraja Iyer, do ...	51	1	24	9
4.	„ A. Rajagopala Mudaliar	54	6	31	8
5.	„ A. Nilakantaiya	51	8	27	0

APPENDIX C

Allocation of Assistant Engineers and Upper Subordinates.

Present sanctioned scale		Existing		Proposed	
Assistant Engineers, permanent ..	28	Assistant Engineers, permanent and Executive Engineers, officiating ..	6	Assistant Secretary	1
				Special Assistant, Krishnarajasagara ..	1
				Assistant to Chief Engineer, Irrigation and Sanitary	1
Do do temporary ..	3	Assistant Engineers, permanent ..	21	Assistant to Chief Engineer, Roads and Buildings	1
				P. W Sub-Divisions as per Reorganisation—	
Sub-Assistant Engineers, permanent	32	Sub-Assistant Engineers, permanent, and Assistant Engineers, officiating ..	17	Assistant Engineers	35
				Upper Subordinates	13 (including 8 for Marahmat)
				Assistant Engineers appointed Executive Engineers, temporary	6
Do do temporary ..	8	Sub-Assistant Engineers, permanent ..	12		
				Total ..	58
Upper Subordinates, permanent ..	10	Do do temporary ..	17	Krishnarajasagara Assistant Engineers ..	7
				Upper Subordinate	1
				Total ..	8
Supervisors, I Class	3	Upper Subordinates, Schedule A, permanent and *sub pro tem*	8	Railways	7
				University	4
				Education	2
				Municipalities	2
				Palace	1
Do II ,, ...	4	Supervisors, permanent	10	Agriculture	1
				Electrical	1
				Industries	1
					85
Do III ,, ...	5	Mechanical Engineers, Krishnarajasagara Works	2	*To be retired*—Assistant Engineer ..	1
				Supervisors	4
Mechanical Engineers—			93	On long leave . ..	1
				Total ..	91
Krishnarajasagara Works, temporary ..	2	Vacancies	2	Addition to temporary cadre and vacancies ..	4
Total ..	95	Total ..	95	Total ..	95

Budget grant of the Public Works Department.

READ—

Resolution No. 22 of the Special Finance Committee, recommending reduction in the Budget grant of the Public Works Department for 1922-23.

ORDER NO. P. W. 480-528—E. 2081-2129, DATED 9TH SEPTEMBER 1922.

Government have carefully considered the recommendations of the Special Finance Committee in regard to the budget grant for the current year 1922-23. The Committee recommend that the grant may be limited to Rs. 17,00,000 in view of the urgent necessity for retrenchments in State expenditure.

2. The details of the grant, as recommended by the Committee, are as follows:—

Items	Irrigation	Civil Works	Total
	Rs.	Rs.	Rs
Outlay on Original works	2,18,500	1,33,500	3,52,000
Repairs and maintenance	1,35,000	7,42,000	8,77,000
Tools and plant	....	21,000	21,000
Establishment	.....	4,50,000	4,50,000
Total ...	3,53,500	13,46,500	17,00,000

But the normal average expenditure under Public Works, including Irrigation, during the past several years has been over Rs. 30,00,000, and in the forecast prepared in September 1919, the standard for Public Works expenditure was fixed at Rs. 32,00,000. Government, after a detailed and careful consideration of the expenditure required under the various heads, have come to the conclusion that it is impossible to reduce the Public Works allotment for the current year below Rs. 24,49,000 distributed under the following heads:—

Items	Irrigation	Civil Works	Total
	Rs.	Rs.	Rs.
Outlay on Original works	2,81,000	4,74,000	7,55,000
Repairs and maintenance	1,35,000	9,25,000*	10 60,000
Tools and plant	.. .	. . .	25,000
Establishment	.....	. . .	6,09,000
*Includes expenditure on Civil Works in charge of Revenue Officers.			
Total ..	. ....	...	24,49,000

3. Government observe that the total provision recommended by the Committee towards meeting the establishment charges of the Public Works Department is Rs. 6,25,000. The Committee expect that the difference between this amount and the sum of Rs. 4,50,000 recommended to be provided in the Public Works Budget will be available from other heads. Government have passed separate orders on the re-organisation of the Public Works Department at an estimated total annual cost of Rs. 6,44,216, which is only Rs. 19,216 in excess of the total provision recommended by the Committee. The grant of Rs. 6,09,000 provided above represents the provision made in the budget of the Public Works Department towards the total cost of the reorganisation of the Department.

4. With a view to reduce the expenditure on Miscellaneous Public Improvements provided for under repairs and maintenance, the Committee recommend that the extra expenditure of about Rs. 1,60,000 borne by the State Funds for the maintenance of the water-supply schemes of Bangalore and Mysore Cities should be recovered from the Municipalities in future and that, for the current year, a sum of Rs. 80,000 might be demanded from the Municipalities, the full charges being borne by the two local institutions from the next year. Government have recently passed orders in regard to the transfer of these charges to the Municipalities concerned in their Proceedings No. 6058-65—Ml. 176-19-25, dated 19th April 1922, under which the entire charges for the maintenance of Water-supply Works will be borne by the two Municipalities commencing from the year 1924-25.

S. CADAMBI,
Secy. to Govt., P. W. Dept.

NOTICE.

There will be NO ISSUE of the MYSORE GAZETTE on the 28th September, on account of Dasara Holidays.

21st September 1922.

H. S. RAMACHANDRA MUDALIAR,
Compiler, *Mysore Gazette.*

The Mysore Gazette.

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☞ Separate paging is given to the Parts in order that they may be filed as distinct compilations.

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Outlay on Original works	1,53,500	21,000	21,000
Repairs and maintenance	....	4,50,000	4,50,000
Tools and plant	.....		
Establishment ..			
Total ...	3,53,500	13,46,500	17,00,000

But the normal average expenditure under Public Works, including Irrigation, during the past several years has been over Rs. 30,00,000, and in the forecast prepared in September 1919, the standard for Public Works expenditure was fixed at Rs. 32,00,000. Government, after a detailed and careful consideration of the expenditure required under the various heads, have come to the conclusion that it is impossible to reduce the Public Works allotment for the current year below Rs. 24,49,000 distributed under the following heads:—

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	Rs.	Rs.	Rs.
Outlay on Original works	2,81,000	4,74,000	7,55,000
Repairs and maintenance	1,35,000	9,25,000*	10 60,000
Tools and plant	.....	.....	25,000
Establishment	....	.....	6,09,000
*Includes expenditure on Civil Works in charge of Revenue Officers.			
Total ..	.....	.....	24,49,000

3. Government observe that the total provision recommended by the Committee towards meeting the establishment charges of the Public Works Department is Rs. 6,25,000. The Committee expect that the difference between this amount and the sum of Rs. 4,50,000 recommended to be provided in the Public Works Budget will be available from other heads. Government have passed separate orders on the reorganisation of the Public Works Department at an estimated total annual cost of Rs. 6,44,216, which is only Rs. 19,216 in excess of the total provision recommended by the Committee. The grant of Rs. 6,09,000 provided above represents the provision made in the budget of the Public Works Department towards the total cost of the reorganisation of the Department.

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S, CADAMBI,
Secy. to Govt., P. W. Dept.

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BANGALORE, THURSDAY, SEPTEMBER 21, 1922.

PART I.

IMPORTANT GOVERNMENT ORDERS.

CHIEF SECRETARIAT.

Scholarships for women in the University.

READ—

Government Order No. 4634-7—Edn. 431-21-1, dated 17th June 1922, calling for proposals from the Registrar, Mysore University, for revising the existing scheme of scholarships for women in the University limiting the expenditure to Rs. 5,000 per annum.

2. Letter No. 27, dated 3rd July 1922, from the Registrar, Mysore University, submitting for sanction the detailed proposals of the University Council in the matter.

3. Letter No. 329, dated 13th July 1922, from the same Officer on the subject.

ORDER No. E. 1861-3—EDN. 9-22-3, DATED 8TH SEPTEMBER 1922.

The University Council have submitted the following proposals in regard to the scholarships for women in the University :—

(1) The title be changed to "University Scholarships for women under-graduates" (including students of the Entrance Classes).

(2) The number and rate be :—

Entrance.—6 scholarships of Rs. 16 each tenable for a year. (Rs. 1,152).

B. A. Maharani's College.—12 of Rs. 20 each tenable for a year (Rs. 2,880)

B. A. or B. Sc. Central College.—3 of Rs. 25 each tenable for a year (Rs. 900).

(3) No one who fails or is not promoted or does not show satisfactory progress in the class will ordinarily retain her scholarship, and

(4) Scholarships not awarded as above may be redistributed by the Vice Chancellor according to actual needs.

2. Government consider that since Entrance Classes have been opened in the Vani Vilas Institute at Bangalore some scholarships may be made tenable in that Institution also and that the number of scholarships in the B.A. Classes of the Maharani'

College is large for the college in view of its low strength. They are therefore pleased to direct that three scholarships of Rs 20 each tenable for a year be made available for students in the Entrance Class of the Vani Vilas Institute by reducing the number of scholarships for the B.A., Course in the Maharani's College from 12 to 9.

As regards the redistribution of scholarships according to needs by the Vice-Chancellor proposed in Rule IV above, Government accept the view subject to the condition that the value of the scholarships need not be enhanced.

3. With the above modifications, the proposals of the University Council are sanctioned. The rates now sanctioned will be in force for a period of three years after which the number and value of the scholarships will be further revised if necessary.

4. The number and value of the scholarships and the rules for their award as now sanctioned are given in the annexure to this order.

K. MATTHAN,
Chief Secy. to Govt.

ANNEXURE.

Scholarships for women in the University Classes.

1. These scholarships will be styled University Scholarships for women under-graduates including students of the Entrance Classes.

2. The number and rate of the scholarships will be :—

(*a*) Six scholarships of Rs. 16 each tenable for a year for students in the Entrance Class of the Maharani's College, Mysore.

(*b*) Three scholarships of Rs. 20 each tenable for a year for Entrance Class students in the Vani Vilas Institute at Bangalore.

(*c*) *B. A. Maharani's College.*—Nine scholarships of Rs. 20 each tenable for a year.

(*d*) *B. A. or B. Sc. Central College.*—Three scholarships of Rs. 25 each tenable for a year.

3. No one who fails or is not promoted or does not show satisfactory progress in the class will ordinarily retain her scholarship.

4. Scholarships not awarded as above may be redistributed according to needs by the Vice-Chancellor provided the value of the scholarships is not enhanced.

5. These rates and rules will be in force for three years.

Tenure of Scholarships in the State.

READ—

Correspondence ending with letter No. C. 4021 of 21-22, dated the 6th July 1922, from the Inspector-General of Education in Mysore, regarding the reduction of period of tenure of all scholarships in the University and the Education Department tenable within the State.

No. E. 1875-82—EDN. 134-21-57, DATED 9TH SEPTEMBER 1922.

In connection with the retrenchment of expenditure in the Education Department, the Inspector-General of Education proposed that all local scholarships may be made tenable for nine months instead of for twelve months in the year, and this proposal which was expected to effect a saving of about Rs. 55,000 per annum was agreed to by the Special Finance Committee and credit for this saving has been taken in the budget estimates of the Department for the year 1922-23 as well as in the Special Finance Committee's recommendations which have been already sanctioned by the Government in Government Order No. 4800-50—Edn. 414-21-2, dated 26th June 1922. The University Council who were consulted in regard to a similar reduction in the period of tenure of local University scholarships are not agreeable to the proposal.

2. Government consider that as a measure of economy, the local scholarships may be made tenable only for the period during which educational institutions are in Session, and that as the Colleges and most of the schools have vacation at the end of the year for about two months, the scholarships need be awarded only for ten months in the year. They are accordingly pleased to direct that the period of tenure of all

cholarships tenable in the State including those in the University be reduced to n months. The above measure will result in a saving of Rs. 4,500 in the University budget and an increase of about Rs. 17,000 in the budget of the Education Department.

3. The additional allotment required during the current year in the budget of ie Education Department will be given as an additional grant, if necessary funds annot be found by reappropriation.

K. MATTHAN,
Chief Secretary to Government.

GENERAL SECRETARIAT.

Extension of time for enrolment as Second Grade Pleaders.

EAD—

Government Order No. G. 5860-1—Cts. 262-18-3, dated the 5th September 1919, extending the time for enrolment as Second Grade Pleaders till 22nd October 1922.

2. This office letter No. J. 4591-2—Cts. 206-21-3, dated the 31st March 1922, stating that there are no grounds for reconsideration of the order read above.

3. Representative Assembly Subject No. 43 of Birthday Session of the Representative Assembly of 1922 *re* extension of time for enrolment as Second Grade Pleaders.

4. Correspondence ending with letter No. D. 1 Dis. 34 of 1922-23, dated the 12th September 1922, from the Registrar, Chief Court of Mysore, on the subject.

ORDER No. P. 2372-81—CTS. 11-22-17, DATED 16TH SEPTEMBER 1922.

Frequent representations have been addressed to Government and also to the Dewan during his recent tour praying for an extension of time for enrolment as Second Grade Pleaders or at least to give the partly qualified candidates the benefit of the examination to be held in December next.

2. Government observe that the case of those who have a single subject or so to get through to enable them to be enrolled as Second Grade Pleaders is really hard as their labors for years will end in waste. Though any extension of time is against their declared intention and policy, yet in the very special circumstances of the case, Government consider that the benefit of the Second Examination to be held in December next may be extended to them and they are pleased accordingly to extend the time for enrolment as Second Grade Pleaders till 31st March 1923.

3. It should be distinctly understood that no further extension will be granted beyond the said date, when admission to the class of Second Grade Pleaders will be finally and once for all closed.

B. VENKOBA RAO,
General Secretary to Government.

Abolition of the Second Grade Magistrate's Court at Tarikere.

EAD—

Government Order No. J. 4036-8—Cts. 339-14-5, dated the 22nd May 1915, directing the establishment of a Munsiff's Court at Narasimharajapura.

2. Government Order No. 27799-805—Cts. 157-18-2, dated 12th June 1919, sanctioning among other things, the establishment of Second Grade Magistrate's Court at Tarikere.

3. Resolution No. 39 of the Special Finance Committee recommending the combination of the Munsiff's Court at Narasimharajapura and Second Class Magistrate's Court at Tarikere by investing the Munsiff with magisterial functions, estimated to result in a saving of Rs. 5,000 per annum.

ORDER No. P. 2305-56—Cts. 77-22-1, DATED 16TH SEPTEMBER 1922.

The Special Finance Committee recommend that the Special Magistrate's Court at Tarikere be abolished and the criminal jurisdiction of this Court assigned to the Munsiff at Narasimharajapura in addition to his civil work, the combined court being located either at Narasimharajapura or at Tarikere according to public convenience. This proposal, if carried into effect is expected to result in a saving of Rs. 5,000 per annum.

2. The Chief Court have intimated to the Special Finance Committee that while they are not generally in favour of the establishment of a combined Civil and Criminal Court, they have no objection to the abolition tentatively of the Second grade Magistrate's Court at Tarikere as a measure of retrenchment, and that the Police Department should also be consulted.

3. As the Deputy Commissioner and District Magistrate of Kadur who was addressed in the matter reports that it would cause serious public inconvenience if the separate Criminal Court at Tarikere is abolished and as the saving of expenditure by the proposed combination of the Civil and Criminal Courts is inappreciable, Government consider that it is inexpedient to accept the recommendation of the Committee.

B. VENKOBA RAO,
General Secretary to Government.

READ.—

Rules for promotion and direct recuitment among the Executive Subordinates of the Police Department.

Correspondence ending with letter No. C. 2762, dated the 9th July 1921, from the Inspector-General of Police in Mysore, submitting proposals about the qualifications necessary for appointment in the Police Department.

2. Extract from the Proceedings of the meetings of the Central Recruitment Board held on the 2nd August 1922 in which rules for promotion and direct recruitment among the various grades of the Police Department and the minimum qualifications necessary for direct recruitment were resolved upon.

3. Government Order No. E. A. 2013-92-E. A. 14-21-6, dated the 28th November 1921, issuing general rules for regulating appointments and promotions in State Service.

ORDER NO. P. 2157-9—POL. 43-22-6, DATED 13th SEPTEMBER 1922.

In supersession of the rules of recruitment contained in Chapter III of the Police Manual (Volume I), Government are pleased to approve of the following rules for promotion and direct recruitment among the executive subordinates of the Police Department.

(1) *Daffedars.*—Two-thirds of the vacancies to be filled up by promotion and one-third by direct recruitment. New recruits should have passed at least the Lower Secondary Examination and should undergo training in the Police Training School after appointment and pass the Daffedar's examination.

(2) *Jamedars.*—This may be filled up entirely from among the Daffedars.

(3) *Sub-Inspectors.*—One-fourth of the vacancies may be filled up by promotion and three-fourths by direct recruitment. New recruits should pass at least the S. S. L. C. examination and should undergo the training in the Police Training School as Probationers and pass the Sub-Inspector's Examination.

(4) *Inspectors.*—Two-third of the vacancies should be filled up by promotion and one-third by direct recruitment. Fresh recruits should be graduates and should undergo training in the Police Training School after appointment as Probationary Inspectors and pass the Inspector's Examination.

2. Admission to the Police Training School will, in future, be open to private candidates approved by the Inspector-General of Police, so that candidates intending to enter the Police service may have the opportunity of getting themselves trained in advance of the occurrence of vacancies among the probationers or in the regular staff. The Inspector-General of Police is requested to take the necessary further action in regard to this matter.

3. Separate orders will issue regarding the departmental examinations to be passed by the clerks.

B. VENKOBA RAO,
General Secretary to Government.

REVENUE SECRETARIAT.

Minor Tanks Restoration.

ORDER NO. R. 1299-1309—L. R. 15-22-1, DATED 8TH SEPTEMBER 1922.

The working of the Minor Tank Restoration Scheme has been examined by two Committees of the Representative Assembly, by various officers of Government and by the Central Irrigation Board. Before dealing with the proposals received on the subject, it might be useful to recall the principal incidents in the evolution of the present tank policy in Mysore.

2. There are nearly 25,000 tanks in the State varying in size from mere ponds o immense lakes, and irrigating in the aggregate, an area of 766,000 acres. More than 2,000 of these tanks are classed as minor, *i e.*, have an *atchkat* of less than Rs. 300. They irrigate an area of nearly 400,000 acres, yielding an aggregate land revenue of Rs. 15 lakhs.

3. The tank system of Mysore was developed in very early days and shows that ven then a high degree of empirical skill had been attained in the selection of sites nd in the construction of reservoirs.

4. In process of time many of the tanks breached, silted up, or became otherwise useless, and the foresight and industry of the cultivators which brought the anks into existence; were not forthcoming for the task of repairing or restoring them. The administration was therefore faced with the serious problem of devising measures o restore the numerous tanks of the country all at once, and bring them up to some tandard of safety and usefulness.

5. *History of Tank Restoration. Early days.*—Not much is known of the endeavours made in this direction before the beginning of the 19th century, though, doubtless, there must have been considerable, if spasmodic, activity on the part of the arly rulers. During the administration of Dewan Purnaiya—1800 to 1810—tank estoration was energetically pursued and the public records of that period show that nnually a sum of about 1½ lakhs of rupees on the average, was utilised for this urpose.

6. *British Commission.*—No special activity was visible in the early days of he British administration. From 1831 to 1856 when the Public Works Department was constituted, the money annually spent on the restoration and repair of tanks was considerably less (being about Rs. 80,000) than in Purnaiya's time. The duty of carrying out the works was entrusted to Revenue Officers—a duty they continued to perform even after the constitution of the Public Works Department in 1856.

7. The need for associating the Public Works Department in the work of restoration was not definitely recognised till 1863, when it was laid down that all major epairs involving an outlay of Rs. 500 or more should be entrusted to the Public Works Department, while the minor repairs were left in the hands of the civil authorities as before.

8. In 1872 a separate Irrigation Department was formed and the task of dealing vith tanks serially was put in hand. After the great famine, however, establishments were reduced and the Irrigation Department was abolished in 1879 as too expensive.

9. After the formation of the Public Works Department in 1856, tank restoration received more earnest attention than at any time previously. About 5,000 tanks are said to have been restored within the period, 1856-76, the average annual expenditure for the repair of tanks being about Rs. 1½ lakhs.

10. *Minor Tank Restoration Scheme.*—1885-86 —It was to give greater precision to these arrangements and to more clearly define the spheres of action of the raiyats and the Government agency that the Minor Tanks Restoration Scheme was ntroduced in 1885-86. According to this scheme, as finally adopted in 1887, all anks yielding a revenue of Rs. 300 and under were classed as "Minor" and their estoration was left to the raiyats (under the control of the civil authorities,) only tone and masonry work being done by Government. Tanks yeilding more than a evenue of Rs. 300 were styled "major". The restoration of these works was ordered o be carried out by Government (Public Works Department) with the help of contributions from raiyats, for the imposition of which certain definite principles were laid lown. Referring to this scheme, Sir K. Sheshadri Iyer observed that "the failure of our system of tank management is due to the non-recognition of the important fact hat the raiyat is jointly interested with Government in the maintenance of this chief ource of irrigation. At one time, undue importance was given to the responsibility of Government for the up-keep of the tanks, the raiyats' liability being altogether ignored and when Government found that its costly agency could not, with any prospect of dequate return for its capital, undertake the management of the tanks in the Province, the raiyat was called upon to take charge of the majority of the tanks." Sir Sheshadri Iyer considered that by confining the raiyats obligations for restoration to 'Minor" tanks, their burden would be more cheerfully borne, while by restricting

(2) That the present staff of Tank Inspectors should be replaced by Sub-Overseers to be appointed at the rate of one for each taluk.

(3) A small addition be made to the clerical establishment.

(4) With regard to the levy of contribution from raiyats, it is proposed to amend the existing rule so as to enable the raiyats to pay either one-third of the cost of the entire work, or the actual cost of earthwork alone, whichever is less,

(5) Proposals were also made for ensuring prompt payment for work done to contractors and on other matters of detail.

21. The proposals of the Irrigation Board suggest the obvious criticism that they will only entail a heavy outlay on establishment without ensuring a proportionate increase in the scale of operations. Mr. Datta, in his Note No. 39, dated the 15th August 1917, invited attention to the high percentage of establishment charges in the Maramat Department. Commenting on the figures of the three years ending 1915-16, he observed that establishment charges were more than 72 per cent of the allotment spent upon the works themselves, while in one district the percentage was as much as 147. An analysis of the work done during 1916-17 showed that the establishment charges were as high as 207 and 393 per cent of the total value of work in the Mysore and Chitaldrug Districts, respectively. During 1920-21 the percentage was the highest, *i.e.*, 195 in the Tumkur District and 178 in the Kolar District. It must be remembered that the establishment sanctioned in 1914 was based on the expectation that the annual programme of work would eventually come to about 8 lakhs of rupees. Actually this has not gone much beyond one lakh. In the opinion of Government the total establishment charges should not exceed 25 per cent of the total expenditure. This establishment, which was directed in G. O No. R. 3612-22—L. R. 198-17-14, dated 30th January 1922, to be continued until further orders, has since been reduced to the extent of Rs. 17,040 per annum owing to reduced outlay on works, pending reorganisation of the Public Works Department (G. O. No. R. 5231-41—L. R. 15-21-26, dated 7th April 1922.)

22. As regards the proposal that the raiyats may, at their option, pay either one-third of the cost of the project or the actual cost of the earthwork, it is true that such a provision may occasionally be more favourable to the raiyats than the present rule, but it is to be doubted if it will really go very far. Under the old rules of 1887, the raiyats had only to do the earthwork and could call on the Government to do the stone and masonry work. But as this concession was found insufficient, the present rule was introduced in 1914, making the raiyats responsible for one-third of the entire cost of the work. Neither the old concession nor the new one has given that impetus to the restoration of tanks which was hoped for, and it is unlikely that a choice between the two will produce any more striking results.

23. The two objects which have to be kept in view in regard to this scheme are:—

(1) to extend the scale of operations and ensure better progress and

(2) to keep the establishment charges at a reasonably low level, considering the probable outlay.

24. Government do not consider that the proposals of the Irrigation Board are likely to help them to achieve either of these objects.

25. *Compulsory levy of contribution.*—Neither the scheme of 1887 nor that of 1914, though thought out with care and pursued with the characteristic energy of their authors, has realised anything like the anticipations which were originally entertained. The principal cause of failure in both cases seems to be that while the Government were enthusiastic to perform their share of the task, there was no reciprocal anxiety on the part of the cultivators. There are still 14,145 (excluding 4,241 unfit for restoration) tanks awaiting restoration, and if these are to be brought up to standard within any reasonable time, the levy of contributions from raiyats should either be abolished or should be made compulsory. As the former course would impose a serious burden on the resources of the State, the only alternative left is to levy contribution compulsorily from the raiyats concerned.

The compulsory levy of contribution under minor tanks, though it would be a change of existing rules, would certainly be based on principles which are already, though partially, recognised. And this measure has actually been advocated by the

Committee of the Representative Assembly. The opinion of the general body of members was ascertained at the meeting of the Representative Assembly held in April 1919 and they mainly approved of this principle. Legislative action will now be taken to fix the raiyats' share at one-fourth of the cost, and to levy it compulsorily in all cases, of course, by easy instalments, as a temporary addition to the wet assessment. In these matters, we have to look to practical methods and suggest a solution of existing difficulties which, as years go by, are having their cumulative effect on the agricultural situation of the whole country.

26. *Agency and establishment.*—The next question is as to the agency and establishment required for the work. At present, while the working of the tank restoration scheme is entrusted to Revenue authorities, it is found that they cannot attend to it without the aid of a special maramat agency. This consisted of a small complement of subordinates in early days, but the establishment has grown considerably of late. Under the proposals submitted by the Irrigation Board, the Maramat Department will practically become a miniature Public Works Department costing annually over a lakh of rupees.

27. There are two ways of looking at this question; one is that the Revenue Department has proved itself unable with the existing staff which costs a considerable sum as it is, to deal with the situation and that therefore it is better to make the Public Works Department alone responsible for both minor and major tanks. The other is that the work of restoring minor tanks is too extensive and in many cases the Public Works Department, with its rules and procedure, would be unsuitable and illadapted for executing works of this nature, and without the help of the Amildar and Village Officers, will prove hopelessly impotent, even with the skilled supervision and professional knowledge at its command, in coping with the situation.

Both views have a substratum of truth in them and some practical and effective course of action has now to be thought of in the interests of the large body of agriculturists who depend entirely on the twenty and odd thousand tanks.

28. There are some other points which require to be mentioned in this connection.

(1) Though enormous labour has been spent at different times for the preparation of lists of tanks, yet there is no reliable information as to the number of tanks which require and are capable of, restoration.

(2) In the Government Order of 10th March 1917, it has been laid down that contracts should not be given to any one from outside the taluk, that ordinarily professional contractors should not be employed, and that the villagers should be entrusted with the work of restoring their village tanks. But it is brought to notice that neither Tank Panchayets wherever they exist, nor local men, evince sufficient interest in taking up tank works on contract and that the progress is retarded owing to paucity of contractors in many of the districts.

29. Government have given their careful consideration to the question of the future policy and agency in respect of these works, and have come to the conclusion that in the interests of expeditious restoration of minor tanks and efficient execution at a moderate cost, and under existing circumstances, the only feasible course is to place the entire operations under the control of the Chief Engineer and to amalgamate the work with the rest of the operations of the Public Works Department as now reorganized. They are accordingly pleased to direct that with effect from the 1st October 1922, the entire allotment for Minor Tank Restoration Work and other civil works now undertaken in the Revenue Department be placed at the disposal of the Executive Engineers of the respective divisions and that the entire Maramat establishment be absorbed in the Public Works Department. Government have, in passing orders on the reorganization of the Public Works Department, sanctioned the appointment of a wholetime Chief Engineer for irrigation and it will be his primary duty to exercise unified control over all irrigation works including the restoration of minor tanks. Government trust that this arrangement will result in greater attention to and activity in respect of, minor tanks.

30. It is now necessary to issue definite instructions to ensure satisfactory cooperation between the Revenue and Irrigation Departments. The programme of minor tank restoration for each year will be prepared by the Executive Engineers

in close consultation with the Deputy Commissioners of districts and an annual report on the progress of minor tanks restoration works will be furnished to the Government by the Chief Engineer for Irrigation through the Revenue Commissioner for their information and orders in place of the two half-yearly reports now submitted by the Revenue Commissioner.

31. The Revenue Commissioner is requested to instruct the Deputy Commissioners and all subordinate officers of the Revenue Department to co-operate closely with the officers of the Public Works Department in the selection of works for restoration and in the recovery of contributions from the raiyats. The officers of the Revenue Department should also render all reasonable assistance to the Public Works Department in procuring labour at emergencies, obtaining departmental supplies, etc.

32. The responsibility for the efficient maintenance of restored tanks will continue to vest in the Revenue Department and arrangements now in force in this behalf will remain unchanged. Where, however, owing to cumulative neglect of ryots to do annual maintenance work, repairs on a large scale have to be undertaken, the Deputy Commissioners of Districts will request the Executive Engineers to arrange for the preparation of necessary estimates and for the execution of the works by the Public Works Department, the cost thereof being rateably distributed among the defaulting ryots and recovered from them by Revenue Department under standing orders.

33. The Deputy Commissioners of Districts and their subordinate officers not below the rank of Assistant Commissioners can inspect tank works in progress and address the Executive Engineers concerned in respect of any defects, or irregularities that may be noticed during execution. The Executive Engineers should give the due consideration to all such references received from the Revenue Officers.

34. It should be clearly impressed upon the officers of both Departments that lack of co-operation on the part of officers, of any grade whatsoever in these Departments will be visited with serious displeasure and severe notice will be taken of the conduct of the officer or officers reported for apathy or indifference in this connection.

The Deputy Commissioner who is the responsible head of district administration, will require the assistance and professional advice of the Executive Engineer even more then heretofore, since he will have no Engineering Assistant in future. Any information called for, or requisition sent by him should receive prompt attention. Similarly information required by, or requisition received from, subordinate Revenue Officers will receive due attention from the officers of the Public Works Department of corresponding rank.

35. Separate action will be taken in the Legislative Department to authorise the compulsory levy of contribution in respect of minor tank works at one-fourth of the cost by suitably amending the Minor Tank Restoration Regulation, XIII of 1916.

36. The Chief Engineer for Irrigation is requested to submit very early for the approval of Government revised Minor Tank Restoration Rules in view of the altered arrangement sanctioned by this order and the set of additional rules enjoining the co-operation of Public Works Officers with the officers of the Revenue Department.

T. E. JEYARAMA AIYAR,
Secy. to Govt., Rev. Dept.

Treasury Establishments.

READ—

Letter No. C. 3363—Gl. 16-17, dated 25th May 1919, from the Revenue Commissioner in Mysore, submitting proposals for revising the scale of pay of the District and Taluk Treasury Establishments.

ORDER NO. R. 1425-34—L. R. 162-22-1, DATED 14TH SEPTEMBER 1922.

The question of revising the pay of the District and the Taluk Treasury staff in order to improve the efficieney of Treasury work has been engaging the consideration of Government for some time past. The present scale of pay of the officials of the District Treasury was fixed long before 1897 and there has been no change since, although the officials of the other branches of the Deputy Commissioners' offices have had their pay revised twice, once in 1897 and again 1913. The pay of Nagadi

Gumastas in the Taluk Treasuries was raised from Rs. 15 to Rs. 15-1-20 in the general revision effected in 1897 and about half the number of gumastas got a further increase to Rs. 20-1-25 in 1913. In 1918 there was a revision of the Taluk Establishment but the question relating to the Treasury Establishment was reserved for future consideration.

2. The reorganization of the Treasury staff being overdue, the Revenue Commissioner was consulted recently and he has recommended that the pay of the Head Accountants and other Accountants may range from Rs. 60 to 80 and Rs. 25 to Rs. 50 respectively, and that the number of Assistant Accountants may be reduced from 51 to 41. As regards Nagadi Gumastas in Taluk Treasuries, he is of opinion that their pay may be fixed at Rs. 25 and Rs. 30 in lieu of the existing progressive pay of Rs. 20-1-25 and 25-1-30 and the Shroffs' pay at Rs. 30 instead of at Rs. 20-1-30. He has also proposed an addition of two Assistant Gumastas and 2 Assistant Shroffs on Rs. 20 each to the existing scale.

3. Government approve of the Revenue Commissioner's proposals with this modification *viz.*, that the pay of the Gollars should be fixed at Rs. 12 and 11 in District and Taluk Treasuries respectively, instead of at Rs. 10 as at present, and they are accordingly pleased to sanction the rivision of the pay of the District and Taluk Treasury staff, as per details shown in the appended statement, the extra cost amounting to Rs. 721-2/3 per mensem or Rs. 8,660 per annum being met from the savings effected from the retrenchments already ordered in the Revenue Department.

T. E. JEYARAMA AIYAR,
Secy. to Govt., Rev. Dept.

Existing Scale inclusive of High Price allowance (included in salary)		Sanctioned scale		Increase or decrease
Number and rate	Cost	Number and rate	Cost	
DISTRICT TREASURIES.	Rs.		Rs.	
Accounts Branch				
2 Head Accountants at . Rs. 85	110	1 Head Accountant at .. Rs. 80	80	
5 Do ,, 45	225	1 Do ... ,, 70	70	
2 Assistant Accountants at ... ,, 40	80	5 Do ,, 60	300	
9 Do . ,, 35	315	2 Assistant Accountants at ... ,, 50	100	
19 Do . . ,, 30	570	7 Do ... ,, 45	315	
9 Do ... ,, 25	225	8 Do ... ,, 40	320	
12 Do ,, 20	240	8 Do .. ,, 35	280	
		9 Do ... ,, 30	270	
		7 Do ... ,, 25	175	
51 Total ...	1,765	Total ...	1,910	Plus Rs 145 per mensem.
CASH BRANCH.				
2 Treasurers on ... Rs. 100 each	200	2 Treasurers at ... Rs. 100	200	
5 Do at ... ,, 77	385	5 Do ... ,, 77	385	
7 Shroffs at ... ,, 30	210	7 Shroffs at ... ,, 35	245	
7 Deputy Shroffs at .. ,, 25	175	8 Deputy Shroffs at ... ,, 30	240	
8 Gumastas at ... ,, 20	160	6 Gumastas ... ,, 25	150	
16 Gollars at ... ,, 10	160	17 Gollars .. ,, 12	204	
MENIALS.				
2 Mutchis at ... Rs. 15	30	2 Mutchis at ... ,, 15	30	
7 Daffedars at .. ,, 11	77	7 Daffedars at ... ,, 11	77	
8 Peons at .. ,, 10	80	8 Peons at ... ,, 10	80	
7 Do ... ,, 9	63	7 Do ... ,, 9	63	
Total ...	1,540	Total ...	1,540	Plus 184
TALUK TREASURY.				
		34 Nagadi Gumasthas at ... ,, 30	1,020	
		34 Do ... ,, 25	850	
17 Nagadi Gumasthas at Rs. 20—1—25	1,670	2 Assistant Nagadi Gumastas at ... ,, 20	40	
51 Do at ,, 25—1—30	1,613½	68 Shroffs at .. ,, 30	2,040	
68 Shroffs at ,, 20—1—30	1,360	2 Assistant Shroffs at ... ,, 20	40	
136 Gollars at ,, 10		136 Gollars at ... ,, 11	1,496	
Total ..	5,043½	Total ...	5,486	Plus 442½
		Total increase per mensem of Rs. 8,660 per annum ...	...	721½

Retrenchments in the Agricultural, Gardens and Sericultural Departments.

READ—

Government Order No. 6695-743, dated 24th February 1914, sanctioning the re-organisation of the Department of Agriculture.

2. Government Order No. 3264-77—A. & E. 57-18-15, dated 28th September 1920, sanctioning the revision of the Sericultural Department and directing that the Department be placed under the control of the Director of Agriculture.

3. Government Order No. 6065—A. & E. 50-19-1, dated 5th January 1921, sanctioning the re-organisation of the Subordinate Staff of the Agricultural Department.

4. Government Order No. 5201—A. E. 29-19-5, dated 12th December 1919, sanctioning the payment of a contribution of Rs. 2,345 per annum for a period of five years with effect from 1st April 1919 towards the cost of the Madras Scientific Department for the assistance of Planting Industries in Southern India.

5. Resolution No. 41 of the Special Finance Committee suggesting certain retrenchments in the Departments of Agriculture, Sericulture and Gardens.

ORDER NO. L. 2397-458—A. & E. 51-22-1, DATED 13—14TH SEPTEMBER 1922.

The recommendations of the Special Finance Committee in regard to the retrenchments in the Agricultural, Gardens and Sericultural Departments are briefly as follows :—

(i) The post of Chemist for the Agricultural and Geological Departments may be abolished.

(ii) The contribution of Rs. 2,345 made by the Government towards the cost of the establishment of the Scientific Department for the assistance of the Planting Industries in Southern India established by the Government of Madras may be discontinued.

(iii) The grant for the Improvement of Minor Parks and Gardens be reduced from Rs. 13,486 to Rs. 6,000.

(iv) The garden manual labour may be established on a non-pensionable basis.

(v) The Sunkal Experimental Farm may be made self-supporting.

(vi) Reduction may be made in the establishment under the Sericultural Department by the abolition of the posts of a Senior Inspector, 4 Inspectors, 3 clerks and 8 operatives resulting in a saving of Rs. 6,120 per annum.

2. Government have carefully considered the recommendations of the Committee and are pleased to pass the following orders :—

(i) The Chemist, Agricultural and Geological Departments, is not only attending to the Chemical work of the Geological Department, but is also assisting the Director of Agriculture in the office work which has within the last few years considerably increased by the transfer of control over the Civil Veterinary Department, the Sericultural Department and the Department of Live Stock to the Director of Agriculture. To enable the Director to give sufficient attention to the scientific part of his duties and to the supervision of the work of the Departments under his control which requires his frequent absence from Headquarters, Government consider that an officer of suitable status is necessary to assist him in the disposal of his office work. They are accordingly pleased to sanction the appointment of a Headquarter Assistant to the Director on a grade pay of Rs. 300-25-500 and to direct that the post of the Chemist, Geological and Agricultural Departments, be abolished as in view of the retrenchments ordered in the Geological Department a highly paid Chemist who does not work under the Director of Geology is not required for that Department.

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(ii) The recommendation for the withdrawal of the contribution payable to the Madras Government towards the cost of the Scientific Establishment for the assistance of the planters will be considered when the term of the present agreement which extends up to April 1924 expires.

(iii) Government direct that, as suggested by the Committee the grant for the improvement of Minor Parks and Gardens be reduced to Rs. 6,000. The recommendation of the Committee that the garden manual labour be placed on a non-pensionable basis is also approved and the Superintendent, Government Gardens, is requested to submit detailed proposals for the orders of Government. He is also requested to submit proposals for making the Sunkal Farm self-supporting.

(iv) The work of the Sericultural Department has increased largely in view of the establishment of a filature on modern lines at Mysore and arrangements will have to be made for a continuous supply of disease-free seed to private grainages with a view to secure a steady supply of the required quantity of cocoons to the Government filature. Government do not therefore consider it desirable to reduce the executive establishment of the Department to the extent recommended by the Special Finance Committee and they direct that the posts of the two Inspectors, who were in charge of the lately abandoned Sericultural Farms be abolished as well as the posts of three clerks on Rs. 35, 30 and Rs. 25 respectively and five operatives on Rs. 18 each.

T. E. JEYARAMA AIYAR,
Secretary to Government, Revenue Department.

Registered No. M.—1175

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☞ Separate paging is given to the Parts in order that they may be filed as distinct compilations.

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3. Government Order No 6065—A. & E. 50-19-1, dated 5th January 1921, sanctioni the re-organisation of the Subordinate Staff of the Agricultural Department.

4. Government Order No 5201—A E. 29-19-5, dated 12th December 1919, sanctioni the payment of a contribution of Rs 2,345 per annum for a period of five years with eff from 1st April 1919 towards the cost of the Madras Scientific Department for the assistan of Planting Industries in Southern India.

5. Resolution No 41 of the Special Finance Committee suggesting certain retrenc ments in the Departments of Agriculture, Sericulture and Gardens.

ORDER No L 2397-458—A & E. 51-22-1, DATED 13—14TH SEPTEMBER 1922.

The recommendations of the Special Finance Committee in regard to the retrenchmer in the Agricultural Gardens and Sericultural Departments are briefly as follows:—

(i) The post of Chemist for the Agricultural and Geological Departments may abolished

(ii) The contribution of Rs 2,345 made by the Government towards the cost of t establishment of the Scientific Department for the assistance of the Planting Industries Southern India established by the Government of Madras may be discontinued.

(iii) The grant for the Improvement of Minor Parks and Gardens be reduced fr Rs 13,486 to Rs 6,000.

(iv) The garden manual labour may be established on a non-pensionable basis.

(v) The Sunkal Experimental Farm may be made self-supporting.

(vi) Reduction may be made in the establishment under the Sericultural Departme by the abolition of the posts of a Senior Inspector, 4 Inspectors, 3 clerks and 8 operati resulting in a saving of Rs. 6,120 per annum.

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T. E. JEYARAMA AIYAR,
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T. B. JEYARAMA AIYAR,
Secretary to Government, Revenue Department.

No P. W. 230 33—*K. S. S.* 422-25, *dated 4th May* 1922.

Under Section 6 of the Land Acquisition Regulation, No VII of 1894, it is hereby declared that the lands described hereunder are required for a public purpose, *viz.* widening old Mandagere Channel, and under Sections 7 and 8 (*c*) of the said Regulation, the Assistant Commissioner and Special Land Acquisition Officer, Krishnarajasagara, is authorised to take order for the acquisition of the said lands.

District	Taluk	Hobli	Village	Names of khatedars or owners	Survey No or Mi. No.	Whether dry wet, garden, vacant site, house (tiled, terraced or mud-roofed)	Total extent	Kharab	Remaining extent	Assessment	Extent now required	Assessment	Boundaries			
													East	West	North	South
							A g	A g.	A g.	Rs a	A g.	Rs a p.				
Mysore	Chinarajpete	Akkihebbal	S. L. Dadadahalli	Narasimhabhatta	16	Dry ..	1 21	0 25	0 36	0 8	0 7	0 1 6	Out of S. No 16	Channel ..	Channel ..	Boundary of Akkihebbal village
				Thimmappiah Sectharamiah	17	Do .	4 13	0 35	3 18	1 8	0 1	0 0 2	S. No. 19 .	Out of S No.17..	Do	Out of S. No 17
				Do . ..	19	Do	4 1	0 35	3 6	1 8	0 5	0 0 10	S. No 20	S. No 17 ..	Do	Out of S. No 19
				Do	20	Do .	3 39	0 38	3 0	2 4	0 9	0 2 7	S. No 42 .	S. No. 19 ..	Do	Out of S. No 20
				Naranappa *alias* Puttanna ..	42	Do ..	3 27	1 27	2 0	1 0	0 8	0 1 6	Out of S. No 42	Channel ..	Do	S. No 20
				Puttamma *alias* Lakshmidevamma ..	45	Do	3 13	0 0	3 13	3 0	1 35	1 12 0	Out of S No. 45	Hikkal ..	Out of S No. 45	Out of S. No. 45 and Hikkal.
				Madasetty *bin* Channasetty . ..	46	Do ..	8 36	0 4	8 32	9 8	2 38	3 0 0	Out of S. No 46	Out of S. No 46	Hikkal ..	S No. 45
				Srikantasastry	47	Wet .	2 8	1 5	1 3	5 8	0 1	0 2 9	Out of S. No 47	Channel	Water path ..	Channel
				Inamdar	43	Gomal .	16 10	16 10	.	..	0 19	0 8 0	Channel .	Out of S. No. 43	Out of S No 43	Do
										Dry	5 23					
										Wet	0 1					
										Gomal	0 39					
				Total ..	..		.	..	.	..	6 3	5 13 4				

REMARKS.—A plan of the property to be acquired can be inspected by the public in the Special Land Acquisition Office, Krishnarajasagara.

By Order,
S. CADAMBI,
Secretary to Government, P. W Department.

Registered No. M.—1175

4/8

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tion in short-hand, typewriting, banking and other commercial subjects. The number of pupils was 173 and 103 in the Bangalore and Mysore Schools respectively in 1920-21 as against 166 and 165 in the previous year. The expenditure on these institutions was Rs. 6,448 and Rs. 7,545 respectively in the year 1920-21 against a fee income of Rs. 2,237 in Bangalore and Rs. 1,380 in Mysore. The schools have served the purpose of stimulating commercial education in the State. The vernacular sections have however not been popular and they were ordered to be discontinued from 1921-22.

2. Prior to 1917 there was provision for commercial instruction only in these special schools. Since then facilities for commercial instruction of an elementary standard have been provided for in High Schools. Such facilities are now available in almost all the High Schools. The courses and curricula in Commercial Schools were revised in May 1920 and reorganised into a junior course corresponding to the Commerce course in the High Schools and a Senior Commercial Course.

3 The question of reducing expenditure on the Commercial Schools in view of the developments since the schools were started, without diminishing their usefulness has been under consideration in connection with the economies to be effected in the Education Department. The Inspector-General of Education reports that at present there is demand for Commercial Instruction mainly from private students and that the expenditure on the schools in connection with the teaching of vernacular languages, and the scale of ministerial and menial establishments are capable of reduction As these proposals will not reduce the facilities for instruction in the Commercial subjects, Government are pleased to approve of the proposals of the Inspector-General of Education for the revision of the scale of establishment of these schools as appended to this order.

Statement showing the present and sanctioned establishment charges of the Government Commercial Schools at Bangalore and Mysore.

Present Establishment			Establishment now sanctioned		
		Rs.			Rs
2	Head Masters (Rs. 75—10—125) ..	216⅔	2.	Head Masters (Rs 75—10—125 ..	216⅔
2.	Instructors (Rs. 57—4—77) ..	140⅔	2	Instructors (Rs. 57—4—77) ..	140⅔
3	Instructors (Rs. 55) .. .	165	2	Instructors (Rs. 55)	110
2.	Instructors (Rs. 45)	90	6.	Servants 2 (Rs. 12), 2 (Rs 11), 2 (Rs. 10)	66
3	Teachers (Rs. 30)	90	2	Allowances to 2 teachers for doing clerical work (Rs 15) .	30
1	Teacher (Rs 20)	20			
2	Writers (Rs. 35) . ..	70			
2	Allowances (Rs. 30)	60			
	Servants 2 (Rs 15) (Rs 12), 4 (Rs 11), 2 (Rs. 10) . ..	106			
	Allowance to a clerk of the Commercial School Committee, Mysore ..	5			
		963⅓ per mensem			563⅓ per mensem
	or	11,560 per annum		or	6,760 per annum
Contingencies	..	1,000 per annum			700 do
	Total	12,560		Total ..	7,460

B. VENKOBA RAO,
General Secretary,
For Chief Secretary to Government.

PROCEEDINGS OF THE GOVERNMENT OF HIS HIGHNESS THE MAHARAJA OF MYSORE.

Revised Curricula of Studies.

READ—

Letter No. C. 3427—21-22, dated 27th May 1922, from the Inspector-General of Education in Mysore, submitting for approval with reference to paragraph 18 of Government Order No. 11180-250—Edn. 498-20-1, dated 25th May 1921, a revised curricula of studies for Middle Schools for a four-year course.

ORDER NO E. 873-5—EDN. 121-21-71, DATED 2ND AUGUST 1922.

Approved.

K MATTHAN,
Chief Secretary to Government.

CURRICULA OF STUDIES FOR MIDDLE SCHOOLS.

bject	I year class	II year class	III year class	IV year class
al In-tion	1 Duty to parents 2 Duty to teachers 3 Duty to State 4. Duty to fellow men 5. Good manners 6. Thrift 7. Charity 8. Truthfulness 9. Integrity 10. Courage 11. Diligence 12. Humility 13 Self Sacrifice	1. Self-control 2 Self respect 3. Modesty 4. Purity in speech 5. Honesty 6. Patriotism 7 Beneficence 8. Reverence	1 Conscience.—Its supreme authority. Right and wrong 2. Reward and punishment 3. Moral responsibility 4. Self-culture 5. Obligations to the past 6. Character and effect of conduct on character	1. Sobriety 2. Chastity in min and body 3. Chivalry 4 Social service 5 Moral choice an decision 6 Moral courage 7. Virtue—its own r ward Scorn of consequenc 8. Aims of life 9. What is success? 10 Obligations to th future

NOTE.—Frequent reference should be made to what is taught in the previous classes.

NOTE—1 As far as possible, the lessons should be in the form of talks, which should be fully intersperse with concrete illustrations taken from the lives of heroes and heroines of India and oth countries and out of the experiences of the pupils, since mere disquisitional lectures c abstract notions and topics are not likely to prove very beneficial

2 The illustrations selected should be suited to the class and should differ according to ag capacity, sex and previous experience, etc., of the pupils.

3 The home life and the relation of the women to the rest of the world should receive speci attention in girls' schools

4 The main aim of these lessons should be not so much to get the pupils to listen to and b able to repeat some common place platitude about morality and morals, but to stimulat their outlook on life and to direct their attention to the beauties of a pure and moral life.

lish Lan-e—				
Reading	1. Reading the Primer Longman's New English Course for Indian schools 2. Longman's First Reader The first 15 lessons NOTE 1 The method should be mainly conversational 2. Meanings of words, phrases and sentences should be impressed by means of concrete illustrations	MacMillan's New English Reader No II	MacMillan's New English Reader No III	i Study of the follow ing in detail.—(a Prescribed Text-book or books (b) Abou 150 lines of poetry taken from such books as Barrow' Readings in Poetry Junior course (selec tions to be published) 2. Study of book o books prescribed, bu not in detail
		NOTE—1 The subject matter should be thoroughly impressed. 2 English Grammar and idiom arising out of the Text book should receive special attention. 3 Exercises in paraphrase of selected poems should b set about 10 exercises in a year.		

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
Recitation		60 lines of poetry from the reader	80 lines of poetry from the reader.	100 lines of poetry from the reading book
		NOTE.—1. This lesson should form part of the reading lesson. 2. Reading and recitation from books other than those prescribed should be specially encouraged.		
Writing ...	To be done as part of the class work writing in square ruled copy books.	To be done as part of the class work. Writing in large hand.	To be done as part of the class work. Writing in small hand on single lines	To be done as home exercise. Writing running hand with and without lines.
NOTE.—1. Every pupil should show at least 35 copies per year. 2. A separate room fitted up properly should be set apart for this lesson in the first 3 classes. The teacher should go round the class when the pupils are writing and correct the mistakes with the aid of the black-board. 3. All copy books should be collected at the end of the lesson and kept in the class room. 4. Neatness of writing should receive special attention wherever writing enters. 5. Whenever possible, the model should be put up on the black-board				
Spelling and Dictation.	Oral spelling from the Primer and the reader. Pupils should be trained to copy passages from the reader.	Oral spelling from the reader. Pupils should be trained to write a short passage from the reader to dictation.	Writing of passages from the text to dictation.	Writing to dictation of passages from and outside the text and words that are commonly misspelt.
NOTE.—1. Particular attention should be paid to the correct syllabification of words, the use of capital letters and punctuation marks and neatness of handwriting. 2. At the end of each lesson, the teacher should make a list of words that are commonly misspelt and give the pupils a thorough drill.				
Conversation and Composition.	Conversation with the teachers on objects in and round about the school. NOTE.—Direct method should be employed during these lessons.	Conversation with the teacher on topics of general interest. NOTE.—Pupils should be encouraged to construct complete sentences and the black-board should be freely used. 2. Pupils may be encouraged to write out short sentences on topics supplied	1. Conversation with the teacher on topics of general interest. 2. Written composition. (a) Reproduction of short stories read or heard in the class (b) Writing simple descriptive and narrative essays. (c) Letter writing.	1. Conversation on topics of current and gereral interest. 2. Written composition. (a) Reproduction of stories read, (b) Constructing short stories when the outlines are given. (c) Writing in pupils own words the subject matter of passages read or heard. (d) Construction of simple descriptive and narrative essays. (e) Letter writing.
			NOTE.—1 The number of written exercises done in a year should not be less than 16 and each exercise should cover at least 2 quarto pages and should be carefully corrected, dated and initialled by the teacher. 2. Such of the exercises as are badly written should be re-written after they are corrected by the teacher.	
Translation	1. Translation of passages in the reader into vernacular.		Translation of passages in English into the Vernacular and *vice-versa*. Pupils should show at least 25 written exercises per year	

Curricula of studies for Middle Schools—*contd.*

ject	I year class	II year class	III year class	IV year class
	2. Translation of simple sentences from the Vernacular into English. NOTE.—The lessons should be conducted mainly orally with the aid of the black-board and the pupils should be made to copy the black-board summary of the lesson.		NOTE.—1. Passages selected should be of the same standards as those prescribed for the English Lower Secondary Examination and should be graduated.	
Grammar		1. Pointing out subject, predicate and object in a sentence. 2. Construction of simple and compound sentences. 3. Recognising simple parts of speech. "Parsing and Analysis" by Nesfield may be used as the Text-book.	1. "Outlines of Engligh Grammar" by Nesfield. Half of formal Grammar as treated therein. 2. Construction and analysis of simple and compound sentences. 3. Rewriting of sentences as directed simple exercises. 4. Simple parsing. NOTE.—1. The teacher should consult the following books on Grammar. (a) "Revised English Grammar for beginners" by West. (b) "First steps in English" by Mason.	1. "Outlines of English Grammar" by Nesfield. The whole. 2. Construction and analysis of simple, compound and complex sentences. 3. Rewriting of sentences as directed-simple exercises 4. Direct and Indirect speech. 5. Simple parsing.
NOTE.—2. As far as possible the Grammar and the reading lesson should be correlated.				
ernaculars. Kannada Reading.—	1. Prose-supplementary Kannada Reader 2. Poetry-Padyasangraha, stanzas 99—153 (Nalacharitre).	1. Prose-Raghukula Charitre, by Mr. Doddabele Narayana Sastri or any other prescribed prose book of the same standard. 2. Poetry.—Padyasangraha, stanzas 1—99.	1. Prose-one of the Upakhyanas in Kannada Mahabharata *e g* Nalapakhyana or Savitri Charitre, Satyavathi Charitre, etc. to be prescribed. 2. Poetry.—Dilipa Charitre, by Mr. S. G. Narasimha Char, 75 stanzas.	1. Prose About 125 pages of prescribed matter selected from out of books such as Bharatha Kathasangraha, Kannada Mahabharata, Valmiki Ramayana, Sumathi Madana Kumara Charitre, etc. 2. Poetry.—Detailed study of about 100 stanzas, selected from out of such books as Thorave Ramayana, Ajanrupa Charitre, Damayanthiswayamvara, Chandrahasana balya, Sri Ramabhyudaya Kusuma Manjari, Keladiurupavijaya (Mysore University Edition).
NOTE.—The meanings of words and phrases and the subject matter of what is read should be thoroughly impressed.				
Recitation	Reciting select verses from the prescribed reading book or from Padyasara as part of reading lesson. Special attention should be paid to the mode of delivery.			
	About 20 stanzas	About 25 stanzas	About 30 stanzas	About 40 stanzas

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class.
Writing	Pupils should practice writing running hand throughout the school course. Each pu should show 50 copies per year and each exercise should be carefully corrected the teacher.			
NOTE.—Special attention should be paid to neatness of writing in all lessons where writing enters.				
Dictation	Writing to dictation—one period per week should be devoted to this lesson and all t exercises should be graduated according to difficulty.			
Composition	Vakyarachana-Krama about 40 pages.	Vakyarachana-Krama, the whole.	1. Prabandha Manjari about half.	1. Probhandha Ma jari, the whole.
NOTE.—The exercises in the books prescribed should be supplemented with other exercises in compositi based, on Lekhya Bhodhini and the reading books.				
Grammar	1. Vachaka Bodhini, the whole. 2. Main rules on Sandhi.	Hosakannada Vyakarana, the whole.	Sabdadarsa. pp. 1—33	Sabdadarsa pp. 34—(
B. Urdu. Reading.	Urdu Reader No. 4. Punjab Series.	1. Urdu Reader No. 5 2. Poetical selections (to be prescribed).	1. Urdu Reader No. 6 2. Poetical selections (to be prescribed).	Study of prescribed book or books.
NOTE.—1. The meanings of words and phrases and the subject matter should be thoroughly impressed. 2. Reading a part from the reading books prescribed should be encouraged.				
Recitation	Reciting select lines of poetry with special reference to sense.			
Writing	60 Couplets. Copy Book No. 3.	80 Couplets. To write running hand.	100 Couplets.	100 Couplets. About 50 exercises per year.
Dictation	Writing select passages from out of the prescribed reading book or a book of equa difficulty to dictation—one period per week should be devoted to this lesson an all the exercises should be carefully corrected and the exercises should be gradu ated according to difficulty.			
Composition.	1. To reproduce a short story heard or read. 2. Letter writing subject being mainly narrative and descriptive 3. Essay writing.	1. To construct a story given, the outlines. 2. Writing letters on social and business matters. 3. Essay writing.	1. Writing letters, descriptive of travels, incidents, visits to places of public resort, etc. 2. Simple business and social correspondence. 3. Essay writing.	Same as in class III. bu the standard shoul be a little higher.
Grammar ...	Elementary Rules of Grammar, conjugation of Verbs and simple parsing, Hiftahul-Qavaid by Pandit Hemraj (the whole).	Afzalul Qavaid. (The first one-third).	Afzalul Qavaid. (The second one-third part).	Afzalul Qavaid, th whole General princi ples and rules of Grammar and analy sis of sentences.
Telugu—				
Reading ...	To read Longman's Third Reader or Kumara IV Reader and be able to answer questions on the meanings of words and phrases, etc., and the subject matter.	To read the prescribed book or books and be able to answer question on the meanings of words and phrases, etc., Grammar arising ou of the text and the subject matter. Ananda or Kumara V Reader.	Ananda or Kumara VI Reader	Selections to be pre scribed by the de partment from time to time.
NOTE.—Reading books like those named below should be encouraged apart from the reading books pre scribed above.				
	1. Sisutharagathi Kathalu. 2. Aesop's Fables, Part I (V. R. & Sons). 3. Telugu Story reader (MacMillan & Co) 4. Sohrab and Rustum	1. Aesop's Fables, Part II. 2. Salivahana Charithre (V. R. & Sons.) 3. Rukminikalyanam 4. Tales from Vikrama.	1. Gajendra Moksham. 2. Vemana's Life ... 3. Story of five thieves. 4. Kuchela Upakhyanam.	1. Life of Krishna devaraya. 2. Life of Ramanuja 3. Satyasena Vijayam. 4. Panchatantram. 5. Nithichandrike.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
	Mac Millan & Co.) 5. Sumatisatakam ... 6. Neethi Sathakam...	5. Mac Millan's Telugu V Reader. 6. Bethalakathalu (V. R. & Sons).	5. Ananda VII Reader. 6. Stories of Akbar (Mac Millan & Co.) 7. Romantic Tales (Longman's & Co. 8. Sangraha Ramayanam.	6. Bommala Bhugolam. 7. Selections in Telugu Prose and Verse Part I (Mac Millan & Co.) 8. Life of Sivaji (V R & Sons.) 9. Stories from Tagore (First three stories Mac Millan & Co.)
NOTE.—The teacher may consult books like Bhagavatham, Bharatam, Manucharitre, Lives of Telugu Poets, etc.				
Recitation	Reciting select verses from out of the prescribed text book or books such as Sumathi Satakam, Nithi-Satakam, Rukmini Kalyanam or Gajendra Mokhsam, etc.			
	About 20 verses ...	About 25 verses ...	About 30 verses ...	About 40 verses.
	NOTE.—To be done as part of the reading lesson.			
Writing ...	As in the syllabus for Kannada.			
Dictation ...		Do	do	
Composition.	Step by step in composition, Part I (C. Coomaraswamy Naidu & Sons.)	Step by step in composition, Part II.	As in the Urdu syllabuses and A study of "Errors in Telugu Composition."	
NOTE.—All exercises should be carefully corrected by the teacher and a few at least rewritten by the pupils				
Grammar ...	Venkiah's Grammar (Sandhi Parichedam)	Venkiah's Grammar (From the beginning to Ajanta Parichedam).	Venkiah's Grammar. (The whole).	Rudiments of Telugu Grammar by Abboy Naidu. The whole or Andhra Sabdamanjari. The whole.
NOTE.—The teacher may consult the following books :—Rudiments of Telugu Grammar, by Papiah Sastry, etc.				
Tamil— Reading ...	Tamil Reader No. 4.	Tamil Reader No. 5.	Tamil Reader No. 6.	Selections to be prescribed by the Department from time to time.
NOTE.—1. Meanings of words and phrases should be thoroughly impressed. 2 Pupils should be able to answer questions on the subject matter, Grammar arising out of the reading books.				
Recitation...	To recite select verses from out the prescribed text book or books of the same standard in difficulty.			
	About 20 verses.	About 25 verses.	About 30 verses.	About 40 verses.
Writing.	As in the syllabus for Kannada.			
	Mac Millan's Copy Book No. 5.	Mac Millan's Copy Book No. 6.		
Dictation.	As in the syllabus for Kannada.			
Composition.	1. Essay writing 2. Letter writing	1. Essay writing 2. Writing letters and petitions.	1. Essay writing. 2. Writing letters and petitions, etc.	
NOTE.—All the exercises should be carefully corrected by the teacher and a few at least rewritten by the pupils.				
Grammar.	A text book of Tamil Grammar, Book I. Mac Millan & Co.	A text book of Tamil Grammar, Book II.	A text book of Tamil Grammar, Book III, first half.	A text book of Tamil Grammar, Book III, the whole.
English.—(Elective) Reading.	The standard required will be slightly higher than that required under English—(2 above) suitable text books will be prescribed for the different classes from time to time.			
Recitation	Reciting select lines of poetry from the prescribed text or a book of equal difficulty.			
	60 Lines.	80 Lines.	100 Lines.	120 Lines.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
	NOTE.—The lesson should be conducted as part of the reading lesson.			
(c) Writing.	The period allotted to this lesson may be utilised for additional composition exercises.			
(d) Dictation	Writing passages, selected from the reading book or a book of equal difficulty to d tation.			
(e) Composition.	The standard required will be slightly higher than that required under English (2 above).			
(f) Grammar	do	do.		
4. Elementry Mathematics.	1. Notation and numeration. 2. The first four rules and problems based thereon. 3. Compound addition, subtraction, multiplication and division. 4. G.C M. & L.C.M. 5. Simple problems involving fractions.	1. Vulgar Fraction. 2. Simple practice. 3. Reduction. 4. Multiplication of compound quantities by vulgar fractions 5. Simple proportion (Unitary method). 6. Fairly complex questions on vulgar fractions. 7. Problems involving fractions. 8. Use of Linear scales.	1. Decimals. 2. Problems involving fractional parts. 3. Compound practice. 4. Compound proportion (unitary method) 5. Easy problems on time and work and time and distance. 6. Conversion of vulgar fractions into decimals and *vice versa*. 7. Short methods in multiplication and division, simple examples. 8. Multiplication and division by factors. 9. The use of the protractor. 10 Graffic methods of working out sums on multiplication and division. 11. Graphic representation of fractions 12. Graphic methods of working out addition, subtraction, multiplication and division.	1. Simple interest. 2. Profit and loss. 3. Square Measure. 4. Fairly difficult questions on time and work and time and distance. 5. Income-tax. 6. Use of compasses describing circles of given Radi. 7. Bisection of straight lines and angles. 8. Construction of triangles given.— i. The three sides, ii. Two sides and the included angle, iii. One side and the angles adjacent to it. 9. Solution of simple question on time and distance, time and work, etc, by the Graphic method.
	NOTE.—1. Ankaganithadarsa in Kannada, Part I, by Mr. S. T. Raghavachar may be used as the text book in this class.	1. Ankaganithadarsa, Parts I and II in Kannada by Mr. S. T. Raghavachar may be used as the text book in these classes.		

Mr. Radhakrishna Aivar's Arithmetic in English intended for middle schools may be used as the text book if a suitable book in the language in which the pupils are to be taught is not available.

Hall and Steven's Practical Geometry—the earliar part—may be used for the portion of the syllabus on Geometry.

A good amount of work should be done mentaliy and the questions selected, for demonstration and practice should have a bearing on everyday life and experience.

It should be remembered that presenting the correct steps by which the answer is obtained is as important as obtaining the correct answer.

Curricula of studies for Middle Schools—*contd*

Subject	I year class	II year class	III year class	IV year class
Indian History.	A. Geography of India in brief. Its position. Natural boundaries. Nature of coast line. Want of good harbours. Relief. The Indo Gangetic plain The Deccan and the coast strips; productivity of the soil, Man-time trade in Ancient times *B. The Hindu period* 1 *The Vedic age*—The original home of the Aryans. The Aryans in Hindustan Struggle with the Aborigines. Aryan settlement on the Indus and the Ganges. The principle divisions of Hindustan in the Vedic Times 2 *The Epic Age.*—The epic and their themes. The kurus, the panchalas and the kosalas. 3 *The Hindu expansion over India* and the civilisation of the Aryans. 4 The epoch of new religious-Jainism and Buddhism-career of Buddha The rise of the kingdoms of Magadha The Nandas, Chandragupta Mourya. The conquests of Darius and Alexander. India after Alexander's death. Social and Economic condition of Northern India (B. C. 600-350) Life of the people, Caste, Occupations. Nature of Government, Roads, Taxes, Education, etc. Map- Alexander's empire and his Indian campaign 5. Hindu India from the beginning of the Mauryan dynasty till the 7th Century A. D. Extent of the	A The rise and fall of the Mahrattas, Sivaji, Balaji Viswanath, Baji Rao, Balaji-Baji Rao, Madhu Rao, Baji Rao II causes for the downfall of the Mahratta power. (Map to illustrate the early Mahratta History.) B The Sikhs, Guru Govind, their persecutions by the Moghuls, Ranjit Singh. C *The British period.*—Beginnings of European commercial enterprise in the East. Early voyages to India and the first European settlements in India. The Portuguese empire in India, its growth and expansion. Albuquerque and causes for the decline of the Portuguese Empire. The Dutch, The French (1667-1740). 2. Growth of the Political power of the English East India Company till 1818. Consolidation of the East India Company, War between the French and the English (1746-1754), the war in the Karnatic 1756-1763). The conquest of Bengal; Plassy and Buxar, Company's new rule in Bengal (1760-1765) Administration reforms by Clive The Regulating Act of 1773. Warren-Hastings as Governor-General, Cornwallis, Wellesly and Hastings. (Map to illustrate the French Wars in India and maps of India in 1795 and in 1805 A. D).	A. India under the Corwn 1858-1920. The Viceroys Lord Canning, the first Viceroy. Lord Ripen and his reforms Lord Dufferin and the conquest of Burma. The Indian National congress. The Golden Jubilee of the Great Queen Victoria, 1887. Lord Lansdowne, the Legislative Council Reforms, Lord Elgin. The famine and the plague The diamond Jubilee Lord Curzon. Death of Queen Victoria, Delhi Durbar the Partition of Bengal the visit of the Price and the Princess of Wales (the Present King Emperor and Queen Mary.) Lord Minto-Council Reforms, Death of the King Emperor or Edward VII, and the accession of King George V, Lord Hardinge-Delhi Durbar, the beginning of the Great European War and the part played by India therein. Lord Chemlmsford and the Government of India Act of 1919. B. Revision of the portion in the I year class in greater detail.	A. Revision of the portions done in the II and III year classes in greater detail. B. Indian Civics—N. B. in this connection special reference should be made to administration of Mysore and her institutions. Reorganisation of the provinces in 1860. The Indian High Courts of Judicature, Railways, Education C. The principles of the British Rule. Religious toleration. Equality of rights, local self-Government, progress in public work. Roads, Railways, Canals, Posts and Telegraph. Famine relief, Agricultural Banks and Savings Banks Co-operative Credit movement. Encouragement of Industries, Surveys, Mines, Forests, Sanitation, Public Health and Education. D. The Indian Constitution The Government of India under Act of 1919. The Secretary of State and his Council. The Governor-General and his councils Provincial Government and their councils. External defence. Police. Jails, administration of Justice revenues of India. E. Progress of India under British Rule. F. General Revision.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
	Mauryan Empire Megasthanes. Asoka, Buddhism, King Harsha (606-648 A. D). 6. A brief and non-detailed account of the various Hindu Kingdoms prior to the Mohamedan conquest of India C. *The Afghan Dynasties in India.*— 1 The early Afghan invasions Muhamad of Ghazni. 2. The Ghor and slave dynasties (1175-1290 A. D). Mongol Raids. 3. The Khilji Dynasty (1290 A D. 1320 A. D). 4. The Toghlak Dynasty. 1320-1414 A. D.) 5. The decline and fall of the Afghan rule under the Sayyids and the Lodies (1340-1526). The establishment of the Kingdoms of Oudh, Jaipur, Malva, Guzarat, Bengal, Bahmini and Vijayanagar. 6. The arrival of the Portuguese, the invasion of Timur and the consequent anarchy Maps India in 1236 and in 1398. D. *The Moghul Empire in India.*—(1526-1707 A D.) Baber, Humayun, Akbar his conquests, his title to greatness, and comparison with Asoka, Jahangir, Shah Jehan, Aurangzab, his merits and defects. The decline of the Mogul Empire. Maps-India in 1526 and 1707 A. D.	3. British conquests from 1818-1858 A. D. Lord Amhurst and the I War with Burma. Bentinck and his reforms. Auckland and the Afgan War, Marlaborough and the Afgan war. Hardinge and the Sikh War. Lord Dalhousie and his annexations. Lord Canning and the Indian sepoy Mutiny. Maps of India in 1833, 1848 and 1856 Revision.		

NOTE.—1. The lessons should not be conducted as reading lessons, even when text books are used. They should be conducted in the form of talks on carefully arranged topics. The teacher should collect the materials for the lesson from as many sources as are available to him and present them illustrating the lesson freely with maps, sketches, plans, photographs coins and other appliances.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
NOTE.—2. McMillans History of India, Mr. Venkatakrishnaiya's History of India in Kannada, the Kannada Version of Leewarner's Citizen of the Indian Empire, etc., may be used as books of reference apart from other standard works on Indian History. 3. The following Telugu books may be consulted amongst others. Scenes from Indian History, Junior Indian History, Stories from Indian History, etc.				
Geography	1. A general description of the Solar system The earth, its size, shape and motions treated generally. The Eclipses, Difference in the duration of day and night. Latitute and Longitude. Determining the local time by the Longitude corresponding to Green-which time. 2. The Geography of India in detail. 3 General description of Asia—A detailed description of Japan and Afghanistan. 4. Drawing maps of India to illustrate its relief, rainfall, products, industries, Political divisions, etc.	1. Climate, determining conditions. The Zones and their main characteristics. 2. General features of continents and oceans Tides, Sea and Land routes. 3 The Geography of British Islands in detail. 4. A general description of Europe with a detailed description of France, Italy, Germany and Russia 5. Drawing maps of the British Isles to illustrate its relief, etc., and filling up details in the outline maps of Europe furnished.	1. Seasons—their comparison in the Northern and Southern Hemispheres. 2. A general description of Africa with a detailed description of the British Possessions and Protectorates. 3. Drawing maps of Africa to illustrate its various aspects. 4. Revision of work done in the previous two years.	1. The Chief mountain, lake and river systems in the world. The chief forests in the world. 2. The transcontinental Railways. 3 The Naval Stations of the British Empire. 4. A brief description of America and the Oceanic Archipelago. 5. A detailed description of the Dominion of Kanada and the United States of America 6. Drawing maps of Northern America, Southern America and Australia to illustrate their different aspects. Revision of work done in the lower classes.

NOTE —I. Reference books for teachers.—
1 Longmans Geographical series for India, Book II. The world with fuller treatment of India.
2 Progress to Geography, edited by Richard Wilson, Stage III.
3. Mills International Geography of the world.
4 Morrison's Senior Geography of the Indian Empire.
5. Bland Fords Physical Geography of India
6 Object lessons in Geography by "Dexter and Garlie."
7 Geika's Physical Geography.
8. Bhumi Sastra by H. Narayana Rao.

II. Suitable text books will be prescribed for different classes.

III. The lessons should not be conducted as reading lessons. They should be in the form of talks and should be freely illustrated by maps, sketches, photographs, descriptions, etc.

IV. The main aim of the lessons should be to let the pupils have a general idea of the world as a whole as the home of man and a detailed knowledge of India and the British Empire.

V. The lessons should as far as possible be correlated with lessons on Nature Study, Elementary Science, History and Drawing.

Nature dy and mentary ence.	1. Plant-life, root, shoot, bud, leaf. 2, Insect-life, benefits and harm arising from insects 3. Common rocks Examination of common stones in the locality. 4. The three states of matter, their mutual interchange; attraction of the earth, mass and weight,	1. Plant-life-flower, fruit and seed. 2 Birds-Anatomy, classification 3. Common rocks, classification, stratification. 4 Heat and cold-evaporation and condensation, simple machines the pully the inclined plane and the wedge.	1. Plant-life-study of such familiar plants as the bean, the wheat, the brinjal, the cocoanut, the cotton and the banyan to serve as types of classes they represent. 2. Animal life. The study of familiar animals such as the cow, the cat, frog, the	1 Plant-life-classification. Study of ten familiar orders. 2 Animals-classification. Mammals anatomy-study of a few important species of vertibrate and invertibiate animals. 3. Study of ten important ores such as coal, lime stone, pyrities, blue stone,

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
(b) Recitation		60 lines of poetry from the reader	80 lines of poetry from the reader	100 lines of poe from the reading book
		NOTE —1. This lesson should form part of the reading lesson 2. Reading and recitation from books other than the prescribed should be specially encouraged		
(c) Writing .	To be done as part of the class work writing in square ruled copy books	To be done as part of the class work Writing in large hand	To be done as part of the class work Writing in small hand on single lines	To be done as hom exercise Writing running hand w and without lines
	NOTE —1 Every pupil should show at least 35 copies per year 2. A separate room fitted up properly should be set apart for this lesson in the first 3 class The teacher should go round the class when the pupils are writing and correct the mistak with the aid of the black-board 3 All copy books should be collected at the end of the lesson and kept in the class room 4 Neatness of writing should receive special attention whenever writing enters 5 Whenever possible, the model should be put up on the black board			
(d) Spelling and Dictation.	Oral spelling from the Primer and the reader Pupils should be trained to copy passages from the reader	Oral spelling from the reader Pupils should be trained to write a short passage from the reader to dictation	Writing of passages from the text to dictation	Writing to dictation passages from a outside the text a words that are co monly misspelt
	NOTE —1. Particular attention should be paid to the correct syllabification of words, the use of capi letters and punctuation marks and neatness of handwriting 2 At the end of each lesson, the teacher should make a list of words that are commonly misspe and give the pupils a thorough drill.			
(e) Conversation and Composition	Conversation with the teachers on objects in and round about the school NOTE.—Direct method should be employed during these lessons	Conversation with the teacher on topics of general interest NOTE —Pupils should be encouraged to construct complete sentences and the black-board should be freely used 2. Pupils may be encouraged to write out short sentences on topics supplied	1 Conversation with the teacher on topics of general interest 2 Written composition (a) Reproduction of short stories read or heard in the class (b) Writing simple descriptive and narrative essays (c) Letter writing	1 Conversation on topics of current a general interest 2 Written compo tion (a) Reproduction of stories read, (b) C structing short stor when the outlines given (c) Writing in pupils own wor the subject matter passages read heard (d) Constru tion of simple descri tive and narrati essays (e) Letter writing
			NOTE —1 The number of written exerci done in a year should not less than 16 and each exerc should cover at least 2 quar pages and should be carefu corrected, dated and initiall by the teacher 2 Such of the exercises as are bad written should be re-writt after they are corrected by t teacher	
(f) Translation	1 Translation of passages in the reader into vernacular		Translation of passages in English into t Vernacular and *vice-versa* Pupils shou show at least 25 written exercises per year	

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
	2. Translation of simple sentences from the Vernacular into English. NOTE.—The lessons should be conducted mainly orally with the aid of the black-board and the pupils should be made to copy the black-board summary of the lesson.		NOTE.—1. Passages selected should be of the same standards as those prescribed for the English Lower Secondary Examination and should be graduated.	
g) Grammar		1. Pointing out subject, predicate and object in a sentence. 2. Construction of simple and compound sentences. 3. Recognising simple parts of speech "Parsing and Analysis" by Nesfield may be used as the Text-book	1. "Outlines of English Grammar" by Nesfield. Half of formal Grammar as treated therein. 2. Construction and analysis of simple and compound sentences. 3. Rewriting of sentences as directed simple exercises. 4. Simple parsing.	1. "Outlines of English Grammar" by Nesfield. The whole. 2. Construction and analysis of simple, compound and complex sentences. 3. Rewriting of sentences as directed-simple exercises 4 Direct and Indirect speech. 5 Simple parsing.
	NOTE.—2. As far as possible the Grammar and the reading lesson should be correlated.			
Vernaculars. A. Kannada i) Reading.—	1. Prose-supplementary Kannada Reader 2. Poetry-Padyasangraha, stanzas 99—153 (Nalacharitre).	1. Prose-Raghukula Charitre, by Mr. Doddabele Narayana Sastri or any other prescribed prose book of the same standard. 2. Poetry.—Padyasangraha, stanzas 1—99.	1 Prose-one of the Upakhyanas in Kannada Mahabharata *e. g.* Nalapakhyana or Savitri Charitre, Satyavathi Charitre, etc to be prescribed. 2. Poetry.—Dilipa Charitre, by Mr. S. G. Narasimha Char, 75 stanzas.	1 Prose About 125 pages of prescribed matter selected from out of books such as Bharatha Kathasangraha. Kannada Mahabharata, Valmiki Ramayana, Sumathi Madana Kumara Charitre, etc 2. Poetry.—Detailed study of about 100 stanzas, selected from out of such books as Thorave Ramayana, Ajanrupa Charitre, Damayanthiswayamvara, Chandrahasana balya, Sri Ramabhyudaya Kusuma Manjari, Keladiurupavijaya (Mysore University Edition).
	NOTE.—The meanings of words and phrases and the subject matter of what is read should be thoroughly impressed.			
i) Recitation	Reciting select verses from the prescribed reading book or from Padyasara as part of reading lesson. Special attention should be paid to the mode of delivery.			
	About 20 stanzas	About 25 stanzas	About 30 stanzas	About 40 stanzas

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class.
(c) Writing	Pupils should practice writing running hand throughout the school course. Each pupil should show 50 copies per year and each exercise should be carefully corrected by the teacher.			
NOTE.—Special attention should be paid to neatness of writing in all lessons where writing enters.				
(d) Dictation	Writing to dictation—one period per week should be devoted to this lesson and all the exercises should be graduated according to difficulty.			
(e) Composition	Vakyarachana-Krama about 40 pages.	Vakyarachana-Krama, the whole.	1. Prabandha Manjari about half.	1. Probhandha Manjari, the whole.
NOTE.—The exercises in the books prescribed should be supplemented with other exercises in composition based, on Lekhya Bhodhini and the reading books.				
(f) Grammar	1. Vachaka Bodhini, the whole. 2. Main rules on Sandhi.	Hosakannada Vyakarana, the whole.	Sabdadarsa. pp. 1—33	Sabdadarsa pp. 34—66
B. Urdu. (a) Reading.	Urdu Reader No. 4. Punjab Series.	1. Urdu Reader No. 5 2. Poetical selections (to be prescribed).	1. Urdu Reader No. 6 2. Poetical selections (to be prescribed).	Study of prescribed book or books.
NOTE.—1. The meanings of words and phrases and the subject matter should be thoroughly impressed. 2. Reading a part from the reading books prescribed should be encouraged.				
(b) Recitation	Reciting select lines of poetry with special reference to sense.			
(c) Writing	60 Couplets. Copy Book No. 3.	80 Couplets. To write running hand.	100 Couplets.	100 Couplets. About 50 exercises per year.
(d) Dictation	Writing select passages from out of the prescribed reading book or a book of equal difficulty to dictation—one period per week should be devoted to this lesson and all the exercises should be carefully corrected and the exercises should be graduated according to difficulty.			
(e) Composition.	1. To reproduce a short story heard or read. 2. Letter writing subject being mainly narrative and descriptive. 3. Essay writing.	1. To construct a story given, the outlines. 2. Writing letters on social and business matters. 3. Essay writing.	1. Writing letters, descriptive of travels, incidents, visits to places of public resort, etc. 2. Simple business and social correspondence. 3. Essay writing	Same as in class III, but the standard should be a little higher.
(f) Grammar ...	Elementary Rules of Grammar, conjugation of Verbs and simple parsing, Hittahul-Qavaid by Pandit Hemraj (the whole).	Afzalul Qavaid. (The first one-third).	Afzalul Qavaid. (The second one-third part).	Afzalul Qavaid, the whole General principles and rules of Grammar and analysis of sentences.
C. Telugu—				
(a) Reading ...	To read Longman's Third Reader or Kumara IV Reader and be able to answer questions on the meanings of words and phrases, etc., and the subject matter.	To read the prescribed book or books and be able to answer questions on the meanings of words and phrases, etc., Grammar arising out of the text and the subject matter. Ananda or Kumara V Reader.	Ananda or Kumara VI Reader.	Selections to be prescribed by the department from time to time.
NOTE.—Reading books like those named below should be encouraged apart from the reading books prescribed above.				
	1. Sisutharagathi Kathalu. 2. Aesop's Fables, Part I (V. R. & Sons). 3. Telugu Story reader (MacMillan & Co.) 4. Sohrab and Rustum	1. Aesop's Fables, Part II. 2. Salivahana Charithre (V. R. & Sons.) 3. Rukminikalyanam 4. Tales from Vikrama.	1. Gajendra Moksham. 2. Vemana's Life ... 3. Story of five thieves. 4. Kuchela Upakhyanam.	1. Life of Krishnadevaraya. 2. Life of Ramanuja. 3. Satyasena Vijayam. 4. Panchatantram. 5. Nithichandrike.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
	Mac Millan & Co.) 5. Sumatisatakam ... 6. Neethi Sathakam...	5. Mac Millan's Telugu V Reader. 6. Bethalakathalu (V. R & Sons).	5. Ananda VII Reader. 6. Stories of Akbar (Mac Millan & Co.) 7. Romantic Tales (Longman's & Co. 8. Sangraha Ramayanam.	6. Bommala Bhugolam. 7. Selections in Telugu Prose and Verse, Part I (Mac Millan & Co.) 8. Life of Sivaji (V. R & Sons.) 9. Stories from Tagore (First three stories Mac Millan & Co.)
NOTE.—The teacher may consult books like Bhagavatham, Bharatam, Manucharitre, Lives of Telugu Poets, etc.				
Recitation	Reciting select verses from out of the prescribed text book or books such as Sumathi Satakam, Nithi-Satakam, Rukmini Kalyanam or Gajendra Mokhsam, etc.			
	About 20 verses ...	About 25 verses ...	About 30 verses ...	About 40 verses.
	NOTE.—To be done as part of the reading lesson.			
Writing ...	As in the syllabus for Kannada.			
Dictation .	Do		do	
Composition.	Step by step in composition, Part I (C. Coomaraswamy Naidu & Sons.)	Step by step in composition, Part II.	As in the Urdu syllabuses and A study of "Errors in Telugu Composition."	
NOTE.—All exercises should be carefully corrected by the teacher and a few at least rewritten by the pupils				
Grammar ...	Venkiah's Grammar (Sandhi Parichedam)	Venkiah's Grammar (From the beginning to Ajanta Parichedam).	Venkiah's Grammar. (The whole).	Rudiments of Telugu Grammar by Abboy Naidu. The whole or Andhra Sabdamanjari. The whole.
NOTE.—The teacher may consult the following books :—Rudiments of Telugu Grammar, by Papiah Sastry, etc.				
Tamil— Reading ..	Tamil Reader No. 4.	Tamil Reader No. 5.	Tamil Reader No. 6.	Selections to be prescribed by the Department from time to time.
NOTE.—1	Meanings of words and phrases should be thoroughly impressed.			
2.	Pupils should be able to answer questions on the subject matter, Grammar arising out of the reading books.			
Recitation ..	To recite select verses from out the prescribed text book or books of the same standard in difficulty.			
	About 20 verses	About 25 verses	About 30 verses.	About 40 verses.
Writing.	As in the syllabus for Kannada.			
	Mac Millan's Copy Book No. 5.	Mac Millan's Copy Book No. 6.		
Dictation.	As in the syllabus for Kannada.			
Composition.	1. Essay writing 2. Letter writing	1. Essay writing 2. Writing letters and petitions.	1. Essay writing. 2. Writing letters and petitions, etc.	
NOTE.—All the exercises should be carefully corrected by the teacher and a few at least rewritten by the pupils.				
Grammar.	A text book of Tamil Grammar, Book I Mac Millan & Co.	A text book of Tamil Grammar, Book II.	A text book of Tamil Grammar, Book III, first half.	A text book of Tamil Grammar, Book III, the whole.
English.—(Elective) Reading.	The standard required will be slightly higher than that required under English—(2 above) suitable text books will be prescribed for the different classes from time to time.			
Recitation	Reciting select lines of poetry from the prescribed text or a book of equal difficulty.			
	60 Lines.	80 Lines.	100 Lines.	120 Lines.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
	NOTE.—The lesson should be conducted as part of the reading lesson.			
(c) Writing.	The period allotted to this lesson may be utilised for additional composition exercises.			
(d) Dictation	Writing passages, selected from the reading book or a book of equal difficulty to d tation.			
(e) Composition.	The standard required will be slightly higher than that required under English (2 above)			
(f) Grammar	do	do.		
4. Elementry Mathematics.	1. Notation and numeration. 2. The first four rules and problems based thereon. 3. Compound addition, subtraction, multiplication and division. 4. G.C.M. & L.C.M. 5. Simple problems involving fractions.	1. Vulgar Fraction. 2. Simple practice. 3. Reduction. 4. Multiplication of compound quantities by vulgar fractions. 5. Simple proportion (Unitary method). 6. Fairly complex questions on vulgar fractions. 7. Problems involving fractions. 8. Use of Linear scales.	1. Decimals. 2. Problems involving fractional parts. 3. Compound practice. 4. Compound proportion (unitary method) 5. Easy problems on time and work and time and distance. 6. Conversion of vulgar fractions into decimals and *vice versa*. 7. Short methods in multiplication and division, simple examples. 8. Multiplication and division by factors. 9. The use of the protractor. 10. Graffic methods of working out sums on multiplication and division. 11. Graphic representation of fractions. 12. Graphic methods of working out addition, subtraction, multiplication and division.	1. Simple interest. 2. Profit and loss 3. Square Measure 4. Fairly difficult questions on time and work and tim and distance. 5. Income-tax. 6. Use of compasse describing circles given Radi. 7. Bisection of straight lines an angles. 8. Construction of triangles given.—The three sides, Two sides and th included angle, One side and t angles adjacent to i 9. Solution of simp question on time a distance, time a work, etc., by t Graphic method.
	NOTE.—1. Ankaganithadarsa in Kannada, Part I, by Mr. S. T. Raghavachar may be used as the text book in this class.	1. Ankaganithadarsa, Parts I and II in Kannada by Mr. S. T. Raghvachar may be used as the text book in these classes.		

2 Mr. Radhakrishna Aiyar's Arithmetic in English intended for middle schools may be used the text book if a suitable book in the language in which the pupils are to be taught is n available.

3. Hall and Steven's Practical Geometry—the earliar part—may be used for the portion of t syllabus on Geometry.

4. A good amount of work should be done mentally and the questions selected, for demonstrati and practice should have a bearing on everyday life and experience.

5. It should be remembered that presenting the correct steps by which the answer is obtained as important as obtaining the correct answer.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
Indian History.	A. Geography of India in brief. Its position. Natural boundaries. Nature of coast line. Want of good harbours. Relief. The Indo Gangetic plain. The Deccan and the coast strips; productivity of the soil, Man-time trade in Ancient times. *B. The Hindu period.* 1. *The Vedic age.*— The original home of the Aryans. The Aryans in Hindustan. Struggle with the Aborigines. Aryan settlement on the Indus and the Ganges. The principle divisions of Hindustan in the Vedic Times. 2. *The Epic Age.*— The epic and their themes. The kurus, the panchalas and the kosalas. 3. *The Hindu expansion over India* and the civilisation of the Aryans. 4. The epoch of new religious-Jainism and Buddhism-career of Buddha. The rise of the kingdoms of Magadha. The Nandas, Chandragupta Mourya. The conquests of Darius and Alexander. India after Alexander's death. Social and Economic condition of Northern India (B. C. 600-350). Life of the people, Caste, Occupations. Nature of Government, Roads, Taxes, Education, etc. Map- Alexander's empire and his Indian campaign. 5. Hindu India from the beginning of the Mauryan dynasty till the 7th Century A. D. Extent of the	A. The rise and fall of the Mahrattas, Sivaji, Balaji Viswanath, Baji Rao, Balaji-Baji Rao, Madhu Rao, Baji Rao II causes for the downfall of the Mahratta power. (Map to illustrate the early Mahratta History.) B. The Sikhs, Guru Govind, their persecutions by the Moghuls, Ranjit Singh. C. *The British period.* —Beginnings of European commercial enterprise in the East. Early voyages to India and the first European settlements in India. The Portuguese empire in India, its growth and expansion. Albuquerque and causes for the decline of the Portuguese Empire. The Dutch, The French (1667-1740). 2. Growth of the Political power of the English East India Company till 1818. Consolidation of the East India Company, War between the French and the English (1746-1754), the war in the Karnatic 1756-1763). The conquest of Bengal; Plassy and Buxar, Company's new rule in Bengal (1760-1765) Administration reforms by Clive. The Regulating Act of 1773. Warren-Hastings as Governor-General, Cornwallis, Wellesly and Hastings. (Map to illustrate the French Wars in India and maps of India in 1795 and in 1805 A. D).	A. India under the Corwn 1858-1920. The Viceroys Lord Canning, the first Viceroy. Lord Ripen and his reforms. Lord Dufferin and the conquest of Burma. The Indian National congress. The Golden Jubilee of the Great Queen Victoria, 1887. Lord Lansdowne, the Legislative Council Reforms, Lord Elgin. The famine and the plague. The diamond Jubilee. Lord Curzon. Death of Queen Victoria, Delhi Durbar the Partition of Bengal the visit of the Price and the Princess of Wales (the Present King Emperor and Queen Mary.) Lord Minto-Council Reforms, Death of the King Emperor or Edward VII, and the accession of King George V, Lord Hardinge-Delhi Durbar, the beginning of the Great European War and the part played by India therein. Lord Chemlmsford and the Government of India Act of 1919. B. Revision of the portion in the I year class in greater detail.	A. Revision of the portions done in the II and III year classes in greater detail. B. Indian Civics—N. B. in this connection special reference should be made to administration of Mysore and her institutions. Reorganisation of the provinces in 1860. The Indian High Courts of Judicature, Railways, Education. C. The principles of the British Rule. Religious toleration. Equality of rights, local self-Government, progress in public work. Roads, Railways, Canals, Posts and Telegraph. Famine relief, Agricultural Banks and Savings Banks. Co-operative Credit movement. Encouragement of Industries, Surveys, Mines, Forests, Sanitation, Public Health and Education. D. The Indian Consitution. The Government of India under Act of 1919. The Secretary of State and his Council. The Governor-General and his councils Provincial Government and their councils. External defence. Police. Jails, administration of Justice revenues of India. E. Progress of India under British Rule. F. General Revision.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
	Mauryan Empire. Megasthanes. Asoka, Buddhism, King Harsha (606-648 A. D). 6. A brief and non-detailed account of the various Hindu Kingdoms prior to the Mohamedan conquest of India. C. *The Afghan Dynasties in India.*— 1. The early Afghan invasions Muhamad of Ghazni. 2. The Ghor and slave dynasties (1175-1290 A. D). Mongol Raids. 3. The Khilji Dynasty. (1290 A. D. 1320 A. D). 4. The Toghlak Dynasty. 1320-1414 A. D.) 5. The decline and fall of the Afghan rule under the Sayyids and the Lodies (1340-1526). The establishment of the Kingdoms of Oudh, Jaipur, Malva, Guzarat, Bengal, Bahmini and Vijayanagar. 6. The arrival of the Portuguese, the invasion of Timur and the consequent anarchy. Maps India in 1236 and in 1398. D. *The Moghul Empire in India.*—(1526-1707 A. D.) Baber, Humayun, Akbar his conquests, his title to greatness, and comparison with Asoka, Jahangir, Shah Jehan, Aurangzab, his merits and defects. The decline of the Mogul Empire. Maps-India in 1526 and 1707 A. D.	3. British conquests from 1818-1858 A. D. Lord Amhurst and the I War with Burma. Bentinck and his reforms. Auckland and the Afgan War, Marlaborough and the Afgan war. Hardinge and the Sikh War. Lord Dalhousie and his annexations. Lord Canning and the Indian sepoy Mutiny. Maps of India in 1833, 1848 and 1856 Revision.		

NOTE.—1. The lessons should not be conducted as reading lessons, even when text books are used. The should be conducted in the form of talks on carefully arranged topics. The teacher shoul collect the materials for the lesson from as many sources as are available to him and prese them illustrating the lesson freely with maps, sketches, plans, photographs coins and othe appliances.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
NOTE.—2. McMillans History of India, Mr. Venkatakrishnaiya's History of India in Kannada, the Kannada Version of Leewarner's Citizen of the Indian Empire, etc., may be used as books of reference apart from other standard works on Indian History. 3. The following Telugu books may be consulted amongst others. Scenes from Indian History, Junior Indian History, Stories from Indian History, etc.				
6. Geography	1. A general description of the Solar system. The earth, its size, shape and motions treated generally. The Eclipses, Difference in the duration of day and night. Latitute and Longitude. Determining the local time by the Longitude corresponding to Green-which time. 2. The Geography of India in detail. 3. General description of Asia—A detailed description of Japan and Afghanistan. 4. Drawing maps of India to illustrate its relief, rainfall, products, industries, Political divisions, etc.	1. Climate, determining conditions. The Zones and their main characteristics. 2. General features of continents and oceans. Tides, Sea and Land routes. 3. The Geography of British Islands in detail. 4. A general description of Europe with a detailed description of France, Italy, Germany and Russia. 5. Drawing maps of the British Isles to illustrate its relief, etc., and filling up details in the outline maps of Europe furnished.	1. Seasons—their comparison in the Northern and Southern Hemispheres. 2. A general description of Africa with a detailed description of the British Possessions and Protectorates. 3. Drawing maps of Africa to illustrate its various aspects. 4. Revision of work done in the previous two years.	1. The Chief mountain, lake and river systems in the world. The chief forests in the world. 2. The transcontinental Railways. 3. The Naval Stations of the British Empire. 4. A brief description of America and the Oceanic Archipelago. 5. A detailed description of the Dominion of Kanada and the United States of America. 6. Drawing maps of Northern America, Southern America and Australia to illustrate their different aspects. Revision of work done in the lower classes.
NOTE.—I. Reference books for teachers.— 1. Longmans Geographical series for India, Book II. The world with fuller treatment of India. 2. Progress to Geography, edited by Richard Wilson, Stage III. 3. Mills International Geography of the world. 4. Morrison's Senior Geography of the Indian Empire. 5. Bland Fords Physical Geography of India. 6. Object lessons in Geography by "Dexter and Garlie." 7. Geika's Physical Geography. 8. Bhumi Sastra by H. Narayana Rao. II. Suitable text books will be prescribed for different classes. III. The lessons should not be conducted as reading lessons. They should be in the form of talks and should be freely illustrated by maps, sketches, photographs, descriptions, etc. IV. The main aim of the lessons should be to let the pupils have a general idea of the world as a whole as the home of man and a detailed knowledge of India and the British Empire. V. The lessons should as far as possible be correlated with lessons on Nature Study, Elementary Science, History and Drawing.				
7. Nature Study and Elementary Science.	1. Plant-life, root, shoot, bud, leaf. 2. Insect-life, benefits and harm arising from insects. 3. Common rocks Examination of common stones in the locality. 4. The three states of matter, their mutual interchange; attraction of the earth, mass and weight,	1. Plant-life-flower, fruit and seed. 2. Birds-Anatomy, classification. 3. Common rocks, classification, stratification. 4. Heat and cold-evaporation and condensation, simple machines the pully the inclined plane and the wedge.	1. Plant-life-study of such familiar plants as the bean, the wheat, the brinjal, the cocoanut, the cotton and the banyan to serve as types of classes they represent. 2. Animal life. The study of familiar animals such as the cow, the cat, frog, the	1 Plant-life-classification. Study of ten familiar orders. 2. Animals-classification. Mammals anatomy-study of a few important species of vertibrate and invertibrate animals. 3. Study of ten important ores such as coal, lime stone, pyrities, blue stone,

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
	simple machines, the lever, the balance. 5. Products of combustion. 6. The human body, limbs, health, air, water, food, circulation of blood.	5. Burning of a candle action of plants, and animals on air. 6. Dwelling houses, Sanitation.	earth worm, the pigeon, and the rat to serve as types. 3. Formation of soil. Weathering of rocks. 4. The atmosphere, wind cloud, rain, rivers, springs, wells, tanks the sea. The Thermometer, water and its impurities Methods of purifying 5 Acids and Alkalies Their uses in ordinary life and in the human body 6. Digestion and respiration. Dwelling houses sanitation	green stone, etc., find out what the yield. Formation rocks. How roc are distributed. 4. The sun as giv of light. How ligh travels. The Moo the planets; the star the shadow the ecl pse. The prison, th colours of the rainbo and the sunset. Th lens. Electrificatio of bodies The tw kinds of elec tricit Electric lamps, M tors. 5. The common salt such as the sea sal the alum, the blue vi rial, the green vitria the salt peter, the properties and use Elements and com pounds. The Chi non-metals, metals 6. Exercise. Infe tions diseases. Fir Aid.

NOTE.—This study should invariably be correlated to school excursions, expressive work and composition The necessity for a school garden and rearing of pets in the school as an aid to these lesson is obvious.

The lessons should as far as possible be conducted with the aid of practical demonstrations.

	Books of reference ...	1. *Kannada* ಪ್ರಕೃತಿ ವಿಜ್ಞಾನ by Mr. B. Narayanaswami Rao, Departmental publication. 2. Longman's Science series for Indian schools in Kanarese, Standards I, II, III and IV. 3. ಔಷಧಿ ಬಾನ್ಯ by Mr. M. Rangachar translated by Mr Alasingrachar. 4 ಸಸ್ಯ ಶಾಸ್ತ್ರ by Pfleiderer, Parts I and II 5. ಪಾಠಶಾಲೆಯ ತೋಟ by Mr. M. Venkatasubbaiya, Departmental publication. *Telugu.*—1. Nature Study (*a*) Botany, (*b*) Zoology. 2. Supplement to the above 3. Do Part IV 4. Physical Geography. *English.*—1. School Gardening for little children by Lucy R. Latte 2. Nature study and the child by C. B. Scott. 3. Real things in nature by Holdan.

Curricula of studies of Middle Schols—*contd.*

Subject	I year class	II year class	III year class	IV year class
Drawing.	*A. Object Drawing.* i. Common animals, rabbit, squirrel and rat. ii. Common birds, crow sparrow. iii. Other living things—Earthworm, catterpillar. iv. Common plants, Onions, gourd, cholum. v. Common trees, cocoanut, mango. *vi. Objects in the class room.* Globe, bell, blackboard.	*A. Object Drawing.* i. Common animals, dog, elephant and cat. ii. Common birds, Myna, pigeon. iii. Other living things—ant, bee, silk-worm at different stages of development. iv. Common plants, pumpkin, brinjal, ragi. v. Common trees, guava, lime. *vi. Objects in the class room.* Bucket, inkpot, waterpot.	*A. Object Drawing.* i. Common animals, cow, goat, fish and sheep. ii. Common birds, parrot, duck, cock. iii. Other living things beetle, butterfly, cock-croach. iv. Common plants, radish plantain, paddy. v. Common trees, Banyan, Peepul, Fig. *vi. Objects in the class room.* Bench, stool, table, simple geometrical solids such as the cube, cone, pyramid, etc. vii. Sketches from Nature.— River, Hill, Sky, Groups of trees etc.	*A. Object Drawing.* i. Common animals, Ass, horse, buffalo, and frog. ii. Common birds, kite, crane, peacock. iii. Other living things-Snail, grass-hopper. iv. Common plants, chillies, beans, sugar-cane. v. Common trees, Tamarind, margosa. *vi. Objects in the class. room.* Chair, school-box, opened and closed. Simple geometrical solids such as Cylinder, different kinds of pyramids, etc.

NOTE.—Parts of animals, such as the head, the beak, the leg, the feather, etc., parts of plants such as the leaf, the stem, the flower, the fruit, etc., may also be made subjects for the drawing lessons.

2. The objects named above are given only as a guide to the teacher. The drawing lesson should be closely co-ordinated with nature study and manual occupations. The total number of drawings per year should be about 15 and should represent objects taken out of each group named above.

		B. Drawing from the flat. Poynters South Kensington Drawing book series or Verefoster's drawing series, Free hand drawing, ornament. First grade.	*B. Drawing from the flat.* Same series as in the III year class. Free hand-drawing, ornament-Second series.
		NOTE.—Original design drawing may also be encouraged including sketches to illustrate facts in History, Geography, Agriculture, Hygiene, etc.	
B. Scale Drawing to be done with the help of Mathematical instruments. Lines and Angles.		C. Scale Drawing.—To be done with the help of Mathematical instruments. Triangles and Quadri-drawing of irregulaterals, such as the large figures to scale, spare, rectangle, oblong, etc. Drawing maps of fields, village etc., to scale.	
		D. Brush drawing. Havell's Series-Prilimary course.	D. Brush Drawing Verefoster's water colour series.
		NOTE.—The lessons should be closely correlated to object drawing.	
Manual Occupations. Card-Board work or paper oyd.	Paper sloyd for Primary grades by Ednah Anne Rich.— Models for the 1st year.	Models for the 2nd year.	Models for the 3rd year.	Supplementary models.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
NOTE.—The models may be supplemented by these selected from "Correlated Hand Work" by Tryboi and Hellar to avoid monotony. This lesson may be correlated with domestic games in girl schools.				
(b) Modelling in clay, paper, pulp	1. The objects noted under object drawing in the several classes. 2 These lessons should be conducted in close correlation with History, Geography, Natu Study, Domestic games, etc.			
NOTE —1. Specimens of work of each class, with dates on which the models were finished and the nam of pupils that worked at them, noted thereon should be open for inspection always. 2. Hindu festivals, etc., at which hand work plays an important part, may be taken advantage to lend interest to the work. 3. The teacher should be a guide during these lessons and ought not to manipulate the pupil models The chief aim of the lessons ought to be to give scope to the pupil's self-expressi and sense perceptions. The finish and the nicety of models made are important consider tions, but it should be remembered that they are not the only considerations. 4 Manual occupations should be apart of school work in every school-boys and girls. Syllabus in 2 subjects are given above with the idea that they can be taught generally in all school But the heads of institutions are at liberty to choose any two occupations—other than the for which provision exists under practical instruction—according to the local conditions a facilities that exist. They should however submit to their immediate Inspecting Officer, t names of the two occupations they wish to teach together with a detailed syllabus *re* ea and obtain previous permission *re* the occupations selected. The following is a list of manual occupations from which any two may be selected as stat above:— Basket work, Rattan work, Fret work, mat making, gardening, bangle making, embr dery, sewing and needle work, including different varieties of stitching, hemming, dar ing, patching, cutting, etc , paper flower making, etc.				
10 Sanskrit (Optional).—				
(a) Reading .		Devanagari Alphabet, Sanskrit Balabodhini and Sanskrit First Reader by T. R. Krishnamachar, (Prose portion only).	Kathasapthathi, first 36 stories. Ramodanta, 50 stanzas.	The detailed study a text book to be pr scribed from year year.
(b) Grammar		Declension of regular nominal bases ending in vowels.	Declension of regular bases including pronouns present imperfect, imperative and potential forms of Parasmaipadi roots belonging to I, IV and VI conjugations. Bhandarkar Book I.	Declensions of substa tives, regular, a irregular. Presen imperfect, imperati and potential fon of Parasmaipadi e Atmanepadi roots the I IV, VI and conjugations. Pas participle Gerund a Infinitive Rules internal and extern sandhi. Passive voice, Bhandarkar Book I
(c) Translation		Translation of passages in the text into the Vernacular and *vice versa*.	Translation of passages in the text into the Vernacular and *vice versa*.	Translation of passag in the text and oth passages of equal di ficulty into the Vernacular and *vi versa*.
NOTE.—Passages selected for translation from the vernacular int sanskrit should be simple.				
11. Persian (Optional).—				
a) Reading ..		Farsiki-Pahli-Kitab (Khaliga Imaduddin) First half.	Farsiki-Pahli Kitab (Khalifa Imaduddin) The whole.	The text book or book prescribed for th year.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
Grammar		Miftahul Kha vaid. Persian-The first one third.	Miftahul Khavaid Hyderabad. The second one third.	Miftahul Khavaid. The whole.
Translation		Translation of selected easy passages from the prescribed reading book into Urdu and *vice versa*.		
Hygiene (Optional.)		A. Health and its importance. B. Chief ingredients of health. 1. *Air.*—Air is necessary for life, air rendered impure by breathing and burning. How air is purified by winds, plants and rain, effects of breathing impure air. 2. *Water.*—Water is necessary for life, sources of water, how water is rendered impure, how to purify water effects of drinking impure water. 3. *Food.*—Uses of food, food stuffs, vegetables and fruits. Temperance in eating and drinking. 4. Light ... 5. Sleep ... 6. Exercises ...	A. The general build of the human body. The head the trunk and the limbs. B. The muscles ... 1. The functions of the muscles, the movement of the body. 2. The value of exercise and rest. C. Circulation. The value of blood and circulation. The heart and its action. D. Respiration.—(1) The pharyux, the laryux, the tractica, the lungs. 2. Inspiration, expiration. The difference between inspired and expired air, pure air and its effects. Purification of air ventilation. *Note.*—A detailed knowledge of Physiology is not expected of the pupil.	A. Digestion. 1. The mouth, the tongue, the teeth, phangnx and gullet, the stomach. The small intestines and the large intestines, the liver, the pancreas, the spleen. 2. Food and its classification, the value of food and the manner in which it is digested and absorbed. 3. Beverages. Water properties of pure water. Purification of water, water filters. Milk and its value as food. Diseases conveyed by milk and water. Tea, coffee, ærated waters and alcohol. B. Purification.—(1) The kidneys, the skin, the lungs, the rectum. (2) The temperature of the body and its maintenance. Baths and bathing. Precautions, clothing-uses of clothing materials and dyes. (*c*) House and its surroundings—ventilation and sanitation. (*d*) 1. Infections diseases and their prevention malaria, plague, cholera, typhoid fever, influenza and small-pox. 2. Disinfectants.—Disinfection, inoculation, vaccination. E. Sense organs and their care treated in a simple manner. *Note.*—A detailed knowledge of Physiology is not expected of the pupils.
		Text-book Saralarogyapatha by Mr. C. Vasudevaiya or	Text-book. Manual of Hygiene by Mr. N. Narasimha Iyengar, G.B.V.C., or other prescribed book.	

Curricula of studies for Middle Schools—*contd.*

bject	I year class	II year class	III year class	IV year class
		NOTE.—1. The lessons on Hygiene should be closely correlated with lessons on Nature study, Elementary Science, etc., (under compulsory group.) 2. The lessons on Hygiene and Physiology may be made instructive and interesting by means of lantern slides, models, charts, black-board sketches, etc., and actual demonstration on small animals like frogs and rabbits. 3. The lessons should be made as concrete as possible by frequent reference to every day life of the pupils. The part played by the individual in maintaining public health and well being should receive special attention.		
13. Agriculture Theoretical and practical		1. Elementary Botany—The plant and its parts structure and fuctions of Reproduction. Flowers and seeds. Importance of light, warmth, moisture air and soil in plant growth. 2. Soils.—Methods of formation, kinds of soils, loam, clay, sandy alkaline, black cotton soils properties. 3. Soil moisture.—Importance. How moisture exists in soil, movements of soil moisture, sources of gain and loss, control of soil moisture, effects of tillage, practices. 4. Irrigation.—sources, methods, principles, to remember, water lifts (local methods). 5. Drainage.—When necessary, effect of methods of surface drainage, underground drainage. 6. Soil improvements—soil mixing, clay, tank silt, sand and green manuring.	1 Nature of plant foods. Farm yard manures composition, variation in quality, methods of conservation, sheep folding, green manure, tank silt composts, lime, oil-cakes, bone meal, artificial manures. 2. Seeds; nature and importance of good seed, methods of selection, treatment before sowing, sowing methods, depth and spacing. 3. Other means of plant propogation. Cutting of above ground stems, bulbs, suckers, tubers, layering, grafting, budding, exemplified if possible with practical exercises. 4. Rain fall and the seasons.—The four seasons defined. Weather condition characteristic of each temperature, winds, sunshine, rain, dews, agricultural operations as related to the seasons. The two monsoons how rain fall is measured. 5. Crops rotation objects, principles of planning, some common rotations for (a) dry crops, (b) wet crops, (c) garden crops. Paddy, sugar-cane, mulberry, potato, onions, tobacco	1. Insect study-life histories as illustrated by the combihula and the silkwork, grass-hopper, rice bug, nature of insect injury to crops, methods of combuting. 2. Fungoid and other diseases. Nature of and methods of combating, illustrated by common diseases, mildew smut. Koleroga of areca-nut Remedical measures 3. Farm equipment—Fencing objects and common materials, quick hedge, terracing, land-laying, out fields on wet land on dry land. The former's house, cattle stalls grain bins principles governing lay out. Other requisites. 4. Farm animals—The animals kept and objects; the points o good types of cattle and sheep. Diary products. Milk and butter composition and care of common cattle feeds. Straw green grass-cotton seed pulses, oilcake and their properties Care of cattle, housing, feed for calves milking and dry animals, sick animal segregation, point to remember in breeding.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
		7. Tillage objects methods preparatory intercultue, weeds and how to eradicate them. Implements, ploughs, cultivators, rollers, harrows, hand tools for tillage.	Ragi. Jola, and some minor grains, Sajje, Navane oil-seeds, groundnut, gingelly and castor; fibre plants, cotton, sunhem; pulses, avare, togari, fodders, fodder—Jola, lucerne, haniali,, some special crops; arecanut, coconut, coffee. Methods of cultivation to be studied briefly and chiefly by inspections on the field. Plant produce to be identified and main uses of same indicated.	5. Elements of Veterinary Science—Elementary anatomy and Physiology of the sheep. Some common diseases scour Hoven Colicand other digestive troubles manage. Pnemonia milkfever, foot and mouth diseasesrinderpest. Also wound and sprains common remedies.

NOTE—The school should provide facilities for practical work both for outdoor and indoor instruction. For the former the school should possess at least half an acre of land for wet or garden cultivation with a good irrigation well. This should be securely fenced. An area of about an acre of dry land is desirable but is not so essential as the former. The fields and gardens in the immediate neighbourhood of the school should be also fully made use of by means of visits of inspection in order to illustrate what is taught in the class. All necessary implements and tools should of course be provided.

Proper equipment should be provided for indoor practical work also.—*viz*, scales for weighing, measuring seers, foot rule, measuring tape, glass beakers, funnels, test tubes, spirit lamp, glass, jars, hand lens, one students' microscope, and a Thermometer, some dissecting sets killing bottles butterfly nets, a skeleton of a sheep, tin cans, for storing specimens of produce, soils, etc Some glass and rubber bubing, earthen ware, saucers for germination tests, ordinary flower pots, a few chemicals like dilute hydrocloric acid, lime water, salammoniæ, etc.

The subject should be taught mostly by means of practical exercises indoors and outdoors. Anything which cannot be illustrated in the class, or otherwise shown to and handled by boys, should be carefully avoided.

The lessons on Agriculture should be correlated with lessons on Drawing and Arithmetic.

GENERAL NOTE.—The medium of instruction throughout the Middle School course will be the Vernacular. English being taught only as a compulsory second language.

Practical nstruction.	The syllabus in this subject will be submitted along with proposals *re* the provisions, etc. necessary for teaching of this subject.			
Needle-work and Cookery.	The syllabus in this subject will follow:—			
Domestic Economy.		1. *Personal cleanliness.*—(*a*) Bathing, (*b*) care of the skin, (*c*) the hair, (*d*) the teeth, (*e*) the nails, (*f*) necessity for regular habits. 2. *Water-supply.*—Drinking water, purification of water and filteration boiling. 3. *Clothing.*—Choice of material according to season and cir-	1. *Care of the human body.*—Necessity for personal cleanliness, bathing and care of the skin in detail, necessity for exercise and work, games and rest. 2. *Water-supply.*—Domestic uses of water in detail. 3. *Care and economy of clothing.*—Clothing according to	1. *Care of human body.*—The digestive, circulatory and respiratory organs a general knowledge Work, games, exercise and rest. Necessity and value of keeping physically fit. Revision of work done in previous classes. 2. *Water-supply.*—Wells, tanks and

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
		cumstances. Injurious clothing. 4. *Cleanliness of the home.*— Daily work, modes of cleaning, dusting, washing, etc, cleaning materials and utensils, keeping the kitchen, store room and the dining room clean. 5. *Lighting* —Natural and artificial light. Advantages and disadvantages of oil, candle and electric light, economy in lighting. 6. *Food.*—Varieties, sources and uses. 7. Uses of money and necessity for economy, the place of woman in the economical management of the home. 8. Occupations for leisure hours.	climatic conditions and home circumstances. Customs and habits of different communities, washing and care of clothing. 4. *Home and its cleanliness.*—Ventilation, lighting and cleanliness or dirtiness. The maxim a place for everything and everything in its place. 5 *Lighting.*—Portion done in the II year class more in detail. 6. *Food* —Varieties of food suitable for infants and invalids. Choice of food and how to select good food stuffs. 7. Sickness and how to deal with it. A general treatment. 8. Occupations for leisure hours.	rivers. Drinking water and washing water. Impure wate as a source o diseases. Purifica tion of water. Fi teration and boilin softening hard wate 3 *Clothing.*—Wash ing and care of cotto silk, woollen, whit and coloured clothi materials 4. *Home.*—Ventilla tion lighting drain age orderliness, cleanliness, store room, kitchen, dinn room, living apart ments, utensils, et Simple household accounts. The valu of a budget and con fining oneself to th budget provisions. 5. *Food.*—Uses of food stuffs in mo detail tissue produc ing and force produ ing foodstuffs. Fo suitable for infant children and invalid 6. Importance of intelligent care c children. Clothin washing and dre sing, feeding. Th mother the first te cher of the chil Simple remedies f children's ailments 7. Care of the sick a importance of nursi 8. Occupations f leisure hours.
17. Games and Drill.	(a) Every pupil should be encouraged to take part in some organised game for at least 1 ho every evening. Recognised Indian games described in Mr. M. Srinivasa Rao's book Indian games may receive special attention since they could be organised with little or expenditure.			
	(*b*) American or Swedish drill and special physical exercises.	(*b*) Same as in the I year class.	(*b*) Same as in the II year class and marching exercises.	(*b*) Same as in the I year class.

NOTE.—1. At least 2 periods of 45' each outside the school hours should be devoted to drill referred to (b) above.

2. In girls' schools games and exercises specially suited to girls should be selected.

3. In girls' schools, lessons on drill should be conducted by women teachers, in doors, if no wal enclosures are available.

Curricula of studies for Middle School—*concld.*

Allotment of time amongst the different subjects to be taught in the Middle Schools	I year class	II year class	III year class	IV year class
	Per week.			
Moral Instruction	2	2	2	1
English Language—(*a*) Reading	3	3	3	4
(*b*) Recitation	Part of reading lesson.			
(*c*) Writing	2	1	1	Home lesson.
(*d*) Spelling and dictation ...	1	1	1	1
(*e*) Conversation and Composition.	2	1	1	1
(*f*) Translation	Part of reading lesson.	1	1	1
(*g*) Grammar	Do	1	1	1
Vernacular (*a*) Reading	3	3	3	4
(*b*) Recitation	Part of reading lesson. Home lesson.			
(*c*) Writing	2	1	1	1
(*d*) Dictation	1	1	1	1
(*e*) Composition	4	4	4	4
(*f*) Grammar	1	1	1	1
Elementary Mathematics (1) Arithmetic ...	3	3	3	3
(2) Geometry ...	3	2	2	2
Indian History	2	2	2	2
Geography including map drawing	2	2	2	2
Nature study and elementary science	3	1	1	1
Drawing				
Manual occupations				
Optional subjects, one of the following— Sanskrit, Persian, Hygiene, Agriculture, Practical Instruction, Needle-work and cookery or domestic economy.	...	4	4	4
Games and drill	One hour a day out of school hours.			
Total ...	34	34	34	34

NOTE.—1. The school hours shall be divided into 6 periods of 50′ each on ordinary days and into 4 periods of 45′ each on Saturday or other half-holiday, thus providing a total number of 34 periods per week for school work.

2. The heads of institutions may at their discretion, make slight alterations in the allotment of time prescribed above.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
		cumstances. Injurious clothing. 4. *Cleanliness of the home.*—Daily work, modes of cleaning, dusting, washing, etc., cleaning materials and utensils, keeping the kitchen, store room and the dining room clean. 5. *Lighting.*—Natural and artificial light. Advantages and disadvantages of oil, candle and electric light, economy in lighting. 6. *Food.*—Varieties, sources and uses. 7. Uses of money and necessity for economy, the place of woman in the economical management of the home. 8. Occupations for leisure hours	climatic conditions and home circumstances. Customs and habits of different communities, washing and care of clothing. 4. *Home and its cleanliness.*—Ventilation, lighting and cleanliness or dirtiness. The maxim a place for everything and everything in its place. 5. *Lighting.*—Portion done in the II year class more in detail. 6. *Food.*—Varieties of food suitable for infants and invalids. Choice of food and how to select good food stuffs. 7. Sickness and how to deal with it. A general treatment. 8. Occupations for leisure hours.	rivers. Drinking water and washing water. Impure wate as a source o diseases. Purifica tion of water. Fil teration and boilin softening hard wate 3. *Clothing.*—Wash ing and care of cotto silk, woollen, whit and coloured clothin materials. 4. *Home.*—Ventilla tion lighting drain age orderliness, cleanliness, store room, kitchen, dini room, living apart ments, utensils, et Simple household accounts. The valu of a budget and con fining oneself to th budget provisions. 5. *Food.*—Uses of food stuffs in mor detail tissue produc ing and force produ ing food stuffs. Fo suitable for infant children and invalid 6. Importance of intelligent care o children. Clothing washing and dres sing, feeding. Th mother the first tea cher of the chil Simple remedies fo children's ailments. 7. Care of the sick a importance of nursin 8. Occupations fo leisure hours.
17. Games and Drill.	(a) Every pupil should be encouraged to take part in some organised game for at least 1 ho every evening. Recognised Indian games described in Mr. M. Srinivasa Rao's book Indian games may receive special attention since they could be organised with little or expenditure.			
	(*b*) American or Swedish drill and special physical exercises.	(*b*) Same as in the I year class.	(*b*) Same as in the II year class and marching exercises.	(*b*) Same as in the I year class.

NOTE.—1. At least 2 periods of 45' each outside the school hours should be devoted to drill referred to (b) above.

2. In girls' schools games and exercises specially suited to girls should be selected.

3. In girls' schools, lessons on drill should be conducted by women teachers, in doors, if no wall enclosures are available.

Curricula of studies for Middle School—*concld.*

Allotment of time amongst the different subjects to be taught in the Middle Schools	I year class	II year class	III year class	IV year class
	Per week.			
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(*b*) Recitation	Part of reading lesson.			
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(*d*) Spelling and dictation ...	1	1	1	1
(*e*) Conversation and Composition.	2	1	1	1
(*f*) Translation	Part of reading lesson.	1	1	1
(*g*) Grammar	Do	1	1	1
Vernacular (*a*) Reading	3	3	3	4
(*b*) Recitation	Part of reading lesson. Home lesson.			
(*c*) Writing	2	1	1	1
(*d*) Dictation	1	1	1	1
(*e*) Composition	4	4	4	4
(*f*) Grammar	1	1	1	1
Elementary Mathematics (1) Arithmetic ...	3	3	3	3
(2) Geometry .	3	2	2	2
Indian History	2	2	2	2
Geography including map drawing	2	2	2	2
Nature study and elementary science	3	1	1	1
Drawing	...	4	4	4
Manual occupations	One hour a day out of school hours.			
Optional subjects, one of the following—Sanskrit, Persian, Hygiene, Agriculture, Practical Instruction, Needle-work and cookery or domestic economy.				
Games and drill				
Total ..	34	34	34	34

NOTE.—1. The school hours shall be divided into 6 periods of 50' each on ordinary days and into 4 periods of 45' each on Saturday or other half-holiday, thus providing a total number of 34 periods per week for school work.

2. The heads of institutions may at their discretion, make slight alterations in the allotment of time prescribed above.

Curricula of studies for Middle Schools—*contd.*

Subject	I year class	II year class	III year class	IV year class
		cumstances. Injurious clothing. 4. *Cleanliness of the home.*— Daily work, modes of cleaning, dusting, washing, etc., cleaning materials and utensils, keeping the kitchen, store room and the dining room clean. 5. *Lighting.*—Natural and artificial light. Advantages and disadvantages of oil, candle and electric light, economy in lighting. 6. *Food.*—Varieties, sources and uses. 7. Uses of money and necessity for economy, the place of woman in the economical management of the home. 8. Occupations for leisure hours.	climatic conditions and home circumstances. Customs and habits of different communities, washing and care of clothing 4. *Home and its cleanliness.*—Ventilation, lighting and cleanliness or dirtiness. The maxim a place for everything and everything in its place. 5. *Lighting.*—Portion done in the II year class more in detail 6. *Food*—Varieties of food suitable for infants and invalids. Choice of food and how to select good food stuffs. 7. Sickness and how to deal with it. A general treatment. 8. Occupations for leisure hours.	rivers. Drinking water and washin water. Impure wat as a source diseases. Purific tion of water. Fi teration and boilin softening hard wat 3. *Clothing* —Wash ing and care of cott silk, woollen, whit and coloured clothi materials. 4. *Home.*—Ventilla tion lighting drai age orderliness, cleanliness, store room, kitchen, din room, living apart ments, utensils, et Simple household accounts. The valu of a budget and con fining oneself to th budget provisions. 5. *Food.*—Uses of food stuffs in mo detail tissue produ ing and force produ ing food stuffs. Fo suitable for infant children and invalid 6. Importance of intelligent care children. Clothin washing and dre sing, feeding. Th mother the first te cher of the chil Simple remedies f children's ailments 7. Care of the sick a importance of nursi 8 Occupations f leisure hours.
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NOTE.—1. At least 2 periods of 45' each outside the school hours should be devoted to drill referred to (b) above

2. In girls' schools games and exercises specially suited to girls should be selected.

3. In girls' schools, lessons on drill should be conducted by women teachers, in doors, if no wall enclosures are available.

Curricula of studies for Middle School—*concld.*

o.	Allotment of time amongst the different subjects to be taught in the Middle Schools	I year class	II year class	III year class	IV year class
			Per week.		
1	Moral Instruction	2	2	2	1
2	English Language—(*a*) Reading	3	3	3	4
	(*b*) Recitation		Part of reading lesson.		
	(*c*) Writing	2	1	1	Home lesson.
	(*d*) Spelling and dictation ...	1	1	1	1
	(*e*) Conversation and Composition.	2	1	1	1
	(*f*) Translation	Part of reading lesson.	1	1	1
	(*g*) Grammar	Do	1	1	1
3	Vernacular (*a*) Reading	3	3	3	4
	(*b*) Recitation		Part of reading lesson.		
	(*c*) Writing		Home lesson.		
	(*d*) Dictation	2	1	1	1
	(*e*) Composition				
	(*f*) Grammar	1	1	1	1
4	Elementary Mathematics (1) Arithmetic ...	4	4	4	4
	(2) Geometry ...	1	1	1	1
5	Indian History	3	3	3	3
6	Geography including map drawing	3	2	2	2
7	Nature study and elementary science	2	2	2	2
8	Drawing	2	2	2	2
9	Manual occupations	3	1	1	1
0	Optional subjects, one of the following— Sanskrit, Persian, Hygiene, Agriculture, Practical Instruction, Needle-work and cookery or domestic economy.	...	4	4	4
1	Games and drill	One hour a day out of school hours.			
	Total ...	34	34	34	34

NOTE.—1. The school hours shall be divided into 6 periods of 50′ each on ordinary days and into 4 periods of 45′ each on Saturday or other half-holiday, thus providing a total number of 34 periods per week for school work.

2. The heads of institutions may at their discretion, make slight alterations in the allotment of time prescribed above.

Retrenchment in the Prisons Department.

READ—

Government Order No. 2442—Pris. 38-4, dated 9th March 1906, restricting the use of extra mural labour to certain institutions in Bangalore and Mysore.

2. Government Order No. 2529-30—Pris 38-05, dated 22nd March 1906, withdrawing convict labour from the Office of the Inspector-General of Prisons.

3. Government Order No. 3750-1—Pris. 24-15-6, dated 21st March 1915, directing the issue of meat once a week in lieu of dhall to non-vegetarian prisoners convicted to hard labour.

4. Resolution No. 24 of the Special Finance Committee suggesting economies in the Prisons Department by cutting out meat diet to prisoners and omitting certain ingredients in the curry powder and the abolition of extra mural labour.

5. Rule 368 of the Jail Manual fixing a rate of annas two per head in the case of extra mural labour.

ORDER NO. P. 1115-20—PRIS. 72-21-3, DATED the 16th AUGUST 1922.

The Special Financl Committee recommend that a saving of Rs. 9,800 may be effected in the expenditure in the Prisons Department by discontinuing the extra-mural employment of convicts, by stopping the weekly meat rations to non-vegetarian prisoners and by reducing the scale of condiments of curry powder used for the prisoners' diet.

2. While it is not practicable to abolish altogether the extra-mural employment of convicts, Government recognise that the expenditure which the system involves is capable of reduction. The supply of convict labour will be continued as heretofore except to the Curzon Park. The strength of the Warder Establishment maintained for guarding these convicts, which is now fixed with reference to their maximum number, is capable of reduction as the number of convicts usually employed outside the jails is reported to be very much less. The Inspector-General of Prisons is requested to submit proposals without delay for reducing the present scale of convicts for extra-mural labour in consultation with the authorities concerned and for revising the Warder Establishment at the rate of one warder for every five convicts.

Convict labour is now charged for at two annas per head per diem which is too low when compared to the rise in the standard of wages in recent years and the present cost of maintenance of prisoners. Government therefore direct that the rate be increased to four annas with effect from the 1st August 1922.

3. The recommendations of the Committee in regard to the changes in the Prisoner's diet do not commend themselves to Government. The diet now prescribed has been in vogue for many years and is fixed with regard to local conditions. Besides the saving of expenditure to be effected by the proposed reduction of the number of its ingredients is inappreciable. Having regard to these facts Government consider it inexpedient to introduce any change in the existing system of jail diet.

B. VENKOBA RAO,
Secretary to Government, General Department.

Amendment to the Rules under the Land Revenue Code.

READ—

Government Order No. R. 3727-37—L. R. 209-21-3, dated 4th February 1922, amending para 2 of Rule 16 of the rules under the Land Revenue Code, regarding the grant of beds of breached tanks, for temporary cultivation.

ORDER NO. 453-63—L. R. 209-21-4, DATED 19TH JULY 1922.

Government direct that the following be added as para 3 of Rule 16:—

"Beds of tanks finally abandoned may be given out for cultivation permanently after being sub-divided and assessed in the same manner as other unassessed lands. But all such lands should be sold by public auction and the sales should be held by the Revenue Sub-Division Officer".

A. V. RAMANATHAN,
Secretary to Government, Revenue Department (in charge).

Delegating powers to District Boards and Village Panchayets in regard to acquisition of lands.

READ—

Government Order No. 478-87—L. B. 127-06-7, dated 15th July 1907, directing that questions pertaining to the extension and shifting of villages be dealt with by Revenue Agency direct without the intervention of the District Boards.

2. Government Order No. R. 2237-42—L. R. 184-07-1, dated 25th September 1907 directing that the cost of acquiring lands for extensions of villages constituted into Unions be borne by Government as in the case of ordinary villages, the sale proceeds of building sites in both cases being credited to Government and laying down the procedure for, maintaining a separate account of this transaction.

ORDER NO. R. 1106-24—L. R. 85-22-1, DATED 19th AUGUST 1922.

Since the above orders were issued, considerable progress has been made under the Local Self-Government Scheme and additional funds have been provided for District and Taluk Boards and Village Panchayats for the discharge of their respective functions. Extension of villages and the provision of additional sites for house building purposes is one of the duties of every local authority. Government therefore direct that in future, all questions relating to acquisition of lands for house-sites and other sanitary purposes in villages, *i. e.*, areas other than Municipal Towns, be left to the decision of the District Boards and the Village Panchayats, if any, concerned. All such acquisitions should be undertaken at the instance of the Village Panchayat, if any, supported by the Taluk Boards in respect of villages having Panchayats and at the instance of District Boards in respect of villages having no Village Panchayats. The cost of acquisition will be met from the funds of the Taluk Boards or Village Panchayats respectively and all proceeds from sale of sites laid out and also any contributions paid in advance by intending house builders will be credited to the funds of the District Board or the Village Panchayat concerned.

The proposals for acquisition of lands for this purpose need not pass through the Revenue Commissioner in future.

T. E. JEYARAMA IYER,
Secy. to Govt., Rev. Dept.

Altering the name of Agricultural School at Chickanahalli into Sri Krishnarajendra Vyavasaya Patasala.

READ.—

Government Order No. 6436-50—A. & I. 195-15-2 dated 6th May 1916, sanctioning the establishment of an Agricultural School at Chikkanahalli in the Sira Taluk and ordering the acceptance of the grant of a building and an endowment on behalf of the late Mr. Ugre Gowda of the said village.

2. Letter No. E. C. 16—22-23, dated 5th August 1922, from the Deputy Commissioner, Tumkur District stating that, for some reason or another, the properties bequeathed by the late Mr Ugre Gowda for the above school had not been transferred to Government for the past so many years, but that an adoptive son of the late donor has just transferred the building to his charge together with the balance of Rs. 6,600 to make up the full promised endowment of Rs. 24,000 and recommending that, in accordance with the wishes of the late donor, the above school may be called the Sri Krishnarajendra Dharma Patasala and that it might be opened under the above name by the Dewan during his tour in the District.

ORDER NO. L. 1769-71—A & E 40-22-2, DATED 19TH AUGUST 1922.

The Government of His Highness the Maharaja are pleased to direct that the Agricultural School at Chikkanahalli in the Sira Taluk be hereafter known as the Sri Krishnarajendra Vyavasaya Dharma Patasala, Chikkanahalli

T. E. JEYARAMA IYER,
Secretary to Government, Revenue Dept.

Retrenchments in the Muzrai Department.

READ—

Government Order No. 1600-39—G. M. 1-08-2, dated 7th September 1908, directing the amalgamation of the Muzrai Department with the General and Revenue Secretariat and appointing a Muzrai Superintendent for the administrative and executive work of the Department.

2. Government Order No. 2463-513—Muz. 82-14-2, dated 2nd April 1917, sanctioning the reorganisation of the Muzrai Department and making the Muzrai Superintendent an *Ex-officio* Joint Secretary to Government in that Department.

3. Government Order No. 2538-49—Muz. 694-15-1, dated 2nd April 1917, directing the constitution of a Muzrai Establishment Fund.

4. Government Order No. O. 788-95—Cash 29-21-1, dated 27th September 1921, directing the separation of the Muzrai Secretariat from the General and Revenue Secretariat.

5 Government Order No. 4613-4—Muz. 447-21-8, dated 21st February 1922, fixing the strength of the combined office of the Muzrai Secretary and the Superintendent.

6. Resolution No. 31 of the Special Finance Committee recommending certain retrenchments in the Muzrai Department.

7. Extract relating to the Muzrai Department from the proceedings of the meeting of the Deputy Commissioners and Heads of Departments held at Mysore on the 9th June 1922.

ORDER NO 517-50—MUZ. 63-22-1, DATED 31ST JULY 1922.

The Special Finance Committee consider that the appointment of Muzrai Superintendent is unnecessary as the Muzrai Institutions within the State are under the control of the Deputy Commissioners of Districts. The Committee are of opinion that the existence of an intermediary officer between the District Officers and the Government is not likely to make for efficiency and recommend the abolition of the post.

2 The efficient management of religious and charitable institutions for the upkeep of which liberal endowments have been made by the State in the shape of land inams and cash grants, has always been a matter of deep solicitude to Government and orders have been passed from time to time, regulating the supervision and control over the administration of these institutions. In 1891, a Muzrai Superintendent and Secretary to Government was appointed with a view to have an Executive Officer at Headquarters in close touch with Government, in order that the administration of Muzrai Institutions may be improved and placed on an enlightened and orthodox footing. In 1901, as the Department had been brought to a high state of efficiency, the appointment of a whole-time Muzrai Superintendent and Secretary to Government was considered unnecessary and abolished, the duties of the office being entrusted to the Deputy Secretary to Government in the General and Revenue Departments, and wider powers of control conferred on the Deputy Commissioners of Districts. But it was found that the duties pertaining to the General and Revenue Secretariat devolving on the officer who was in charge of the Muzrai Department militated against the frequency of the tours required for the supervision of Muzrai Institutions and the Muzrai Secretariat was in 1904 separated from the General and Revenue Secretariat and placed in charge of an independent Secretary. Although the powers of inspection of this officer in respect of Muzrai Institutions were unfettered, he had no executive authority, as it was considered inexpedient to weaken the control exercised by the Deputy Commissioners. In 1908, the post of the whole-time Muzrai Superintendent was revived with powers of inspection co-ordinate with those possessed by the Deputy Commissioners in respect of institutions within the State, but with full control over institutions outside Mysore and over Mutts and other religious organisations directly under the management of Government. The separate Muzrai Secretariat was abolished and in order to avoid unnecessary duplication in work, the Muzrai Superintendent was placed in charge of the Secretariat Branch dealing with Muzrai matters, with the status of an *ex-officio* Under Secretary to Government in the General and Revenue Department. The combination of Secretariat functions along with Executive duties in a single officer was again found inconvenient in practice and in 1917, the expedient of providing a gazetted assistant to facilitate the disposal of the Secretariat work of the Muzrai Branch was adopted, while the status of the Muzrai Superintendent was raised to that of *ex-officio* Joint Secretary to Government. But during the last year, the post of Under Secretary, Muzrai Department, was abolished and the Muzrai Secretariat amalgamated with the office of the Muzrai Superintendent in furtherance of the policy of effecting as much retrenchment as possible in the expenditure on establishments.

3. A review of the measures which have been adopted by Government to secure the efficient administration of Muzrai Institutions reveals the necessity of an executive

officer at headquarters having powers of supervision in respect of all institutions and of a status sufficiently high as to advise Government in the formulation of general principles in dealing with complex Muzrai questions which arise from time to time. The need for a central executive agency to assist Government in the disposal of Muzrai matters in accordance with the orthodox principles of a Hindu State was felt within ten years after the rendition and the post had to be revived again in 1908 within seven years of its abolition in 1901, although by that time the main lines of policy in regard to Muzrai administration had been laid down and wider powers of control had been conferred on District Officers. The need for such an agency was strongly emphasised by the Deputy Commissioners themselves at the meeting referred to in the preamble to this order held at Mysore in June last.

4. As observed by the Special Finance Committee, however, the religious and charitable institutions in the State are directly under the control of the Deputy Commissiones of Districts and the Muzrai Regulation recognises no authority between them and the Government, thus helping to convey the impression, though incorrect, that a Central Executive Officer, the real *role* of the Muzrai Superintendent, is a superfluous intermediary. Government consider that as the necessity for the post has been well established, time has arrived to amend the Regulation so as to enable them to entrust sufficient powers of control and supervision over the District Officers to a Muzrai Commissioner in order that the administration of Muzrai Institutions may uniformly be maintained at a high state of efficiency. The expedient hitherto adopted of combining the office of Secretary to Government in the Muzrai Department with that of the Muzrai Superintendent in order to invest the latter officer with sufficient prestige to make up for the want of powers of control over District Officers is found unworkable in practice tending either to impede the necessary amount of inspection, or to lead to unnecessary congestion of work in the Secretariat.

5. Government are therefore pleased to direct that the Office of the Muzrai Superintendent, as constituted at present, be abolished and that the Revenue Commissioner be appointed Muzrai Commissioner in Mysore with full power of control over the Muzrai Institutions of the State. [*Vide* G. O. No. 806-39—Muz. 63-22-8, dated the 16th August 1922.]

Under Section 21 of the Muzrai Regulation, orders passed by the Deputy Commissioners in respect of Muzrai matters coming within the purview of this Regulation are subject to appeal to Government. Necessary action will be taken in the Legislative Department to amend the Muzrai Regulation so as to enable the Muzrai Commissioner to hear appeals against the orders of the Deputy Commissioners in such matters.

The duties of the Secretary to Government in the Muzrai Department will be assigned to the Revenue Secretary to Government with effect from the 1st August 1922.

The Revenue Commissioner is requested to submit, as early as practicable, a revised schedule of powers to be exercised by the Deputy Commissioner, the Muzrai Commissioner and the Government respectively in supersession of those laid down in Government Order dated the 7th September 1908, as amended from time to time.

6. The Muzrai Superintendent and *ex-officio* Secretary to Government is requested to arrange immediately for the classification of the records of the Combined Office and to transfer on the 31st July 1922, the records and equipment of the Superintendent's Office to the Revenue Commissioner and of the Muzrai Secretariat to the Revenue Secretary to Government.

7. The Clerical and the Menial Establishment of the Combined Office will for the present continue and be distributed between the Revenue Secretariat and the Revenue Commissioner's Office ; the Revenue Commissioner will however examine and report to Government what retrenchements can be effected and whether the practice of maintaining and posting up monthly the accounts of all the Muzrai Institutions in the State, in a central office, serves any useful purpose and should be continued.

8. In regard to the establishment required in the District and the Taluk Offices for Muzrai work, Government have already called for proposals from the Muzrai Superintendent. The cost of all the establishment maintained will be debited to the Muzrai Establishment Fund of Rs. 20,000 already formed for the purpose.

9. The Special Finance Committee recommend that all expenditure on construction and repairs of temples should be met out of the Funds at the credit of the various institutions and not from grants separately provided for by Government. Government have already directed, in their Proceedings No. 259-68 —Muz. F. 105-92, dated 15th December 1892, that the grants sanctioned by Government should be entirely utilised for the preservation of institutions which have no resources of their own and that in the case of those which have sufficient funds at their credit, the whole cost should be met from such funds, and no separate orders on the recommendation are therefore called for at present.

T. E. JEYARAMA IYER,
Secy. to Govt., Muzrai Dept.

Reservation of lands to Military Men.

READ—

Government Notification No. G. 3510-Mily. 178-15-16, dated the 12th September 1917, sanctioning a scheme for the grant of lands to Military men who have rendered approved service or to the families of those killed in action.

2. Government Orders Nos. G. 3512-15—Mily. 172-15-17 and G. 19630-40—Mily. 274-20-2, dated the 12th September 1917 and 15th April 1921, respectively, sanctioning the reservation of certain lands for grant to Military men under the scheme referred to in the above notification.

ORDER NO. P. 1440-50—MILY. 53-22-1, DATED 22ND AUGUST 1922.

An extent of 3,107 acres and 5 guntas in the Kankanhalli, Hunsur and Krishnarajpete Taluks has been reserved for being granted to Military men under the scheme of Military Settlements sanctioned in the notification read above. It is reported that out of this extent, 1,478 acres, 5 guntas have been allotted. The remaining portion will probably be taken in the near future, but no time limit has been fixed for the reservation of these lands and Government consider it inexpedient to continue to keep the lands not taken up as reserved for an indefinite period. Government accordingly direct that the reservation be continued for the present for a period of five years only, *i.e.*, up to the end of June 1927. The question of cancelling the reservation of lands not taken up till then and making them available to ordinary cultivators will be considered about the end of the period.

2. With a view to afford facilities to those persons who become entitled to the grant of land under the notification read above but who may not elect to take any of the reserved lands, Government direct that such men be given unoccupied lands assessed lands to the extent admissible in any other locality selected by them. Such grants will also be subject to the rules laid down in the notification of the 12th September 1917, but they will not enjoy the benefit of the shraya tenure and will be liable to the payment of full assessment from the date of the grant.

B. VENKOBA RAO,
General Secretary,
For *Chief Secretary to Government,*

Improvements to the Mysore Gazette.

ORDER NO. E. 1310-70—P. & S. 37-22-1, DATED 22ND AUGUST 1922.

The question of effecting improvements in the *Mysore Gazette* with a view to rendering it a more interesting publication and of reducing the expenditure incurred on it has been engaging the attention of Government for some time past. In Government Order No. G. 4320-61—G. M. 174-07-4, dated the 24th January 1908, Government had directed that important orders of general interest should be published in the Gazette. In Government Order No. 10715-65—G. M. 114-15-3, dated 31st January 1916, a part of the Gazette was ordered to be specially set apart for the publication of all important orders of Government. But systematic attention has been paid to this matter only since 1919 In their Order No. G. 26274-82—G. M. 193-18-3, dated the 22nd May 1919, Government issued further instructions regarding the prompt publication of all such orders in the Gazette and also about the prompt translation and publication of the orders in the Kannada Section of the Gazette.

2. On further consideration, Government are of opinion that the arrangement of matter in the Gazette requires revision in view of the practice now strictly followed of

blishing all important orders of public interest in the Gazette. The several parts of Gazette will therefore be re-arranged as indicated hereunder :—

PART I.—Important Government Orders.

(Enter lists of such orders arranged by Departments as in the monthly Proceedings lume, the headings of the orders being furnished by the Secretariat along with the orrs.)

PART II.—Section i. Appointments, postings, transfers, powers, leave and other personal notices.

Section ii. Notifications by Government.

PART II A.—Notifications relating to Local Self-Government.

PART III to VI.—As at present.

3. At present, Notifications of Government relating to acquisition of lands for local dies appear in Part I-A, while other notices of land acquisition appear under Governnt Notifications Section ii of the present Part I. Government are pleased to direct that future all Notifications relating to acquisition of lands be published in the same part, ., the revised Part II, Section ii.

4. The expenditure on the publication of the gazette is far in excess of the income m subscriptions, advertisements, etc. In 1920-21 the receipts and expenditure were as own below :—

Receipts (1920-21.)

			Rs	a.	p.
Subscriptions.	English Edition	... ...	1,645	0	0
	Kannada ,,	... ...	415	8	0
Advertisement chargos		... ...	8 018	0	0
		Total ...	10,078	8	0

Expenditure.

Cost of English Edition, etc.	...	...	21,983	11	6
,, Kannada Edition	...	...	10,990	13	4
	Total	...	32,974	8	10

5. The rates of subscription have to be increased as a consequence of the increased st of printing and stationery. Government are therefore pleased to direct that the rates subscription to the *Mysore Gazette* be revised as shown hereunder—

Parts as revised				Rates as revised Rs.	a.	p.
I	...	..	..	...	1	8	0
II	...	..	...	...	1	8	0
II-A	...	...	...	...	0	12	0
III	...	..	..	..	1	8	0
IV	..	...	..	...	2	4	0
V	...	...	...	...	1	8	0
VI	...	...	...	...	3	0	0
All the parts together		..		...	12	0	0

6. The rates for single copies will continue as at present. The rates of postage will also be doubled so as to be in keeping with the revised rates of postage introduced by the Postal Department.

7. The rates for publication of private notices and advertisements will also be revised as indicated below :—

Particulars	1st insertion Rs.	a	p.	2nd and subsequent insertions Rs.	a.	p.
Notices by Civil Courts of applications for certificates under Regulation VII of 1902.	5	0	0	2	8	0
Notices by Civil Courts of Insolvency applications under Section 12 of the Insolvency Regulation, VI of 1911.	10	0	0	5	0	0
Notices issued by Revenue Officers for the grant of duplicate coffee pattas, etc., per page.	10	0	0	5	0	0
Notices by private parties 1st insertion As. 8, 2nd insertion As. 6, and 3rd and subsequent insertions As 4, per line.						

8. All private advertisements may continue to be published at the prevailing rates the matter sought to be published being passed by the Superintendent himself so as to avoid the publication of defamatory and other objectionable notices. Till now no Kannada advertisements have been allowed. Government are pleased to direct that Kannada advertisements may also be accepted in future.

9. Copies of the Gazette are at present supplied at half the scheduled rates to Patels Shanbhogs and Shekdars. Government do not see any reasonable ground for continuing this concession as all important orders with which they are concerned will be communicated to them departmentally. The concession of supplying copies of the Gazette to members of the Representative Assembly at half the scheduled rates will, however, be continued.

10. The publication of the Kannada Edition of the Gazette separately from the English Edition was introduced as long ago as 1873 under the authority of the Chief Commissioner's latter No. 39-8, dated the 2nd April 1873, to the Compiler, *Mysore Gazette* The Kannada Gazette was since considerably improved, Government observe that the income from the Kannada Edition of the Gazette has been very small as compared with the cost of its publication. In spite of the concessional rates allowed to Members of the Representative Assembly and also to Patels, Shanbhogs and Shekdars the total number of subscribers to the Kannada Edition of the Gazette in 1920-21 was only 109. Government trust that with the prompt translation and publication of all orders into Kannada and with the publication of advertisements also in Kannada as now authorised the financial position of the Kannada Gazette will improve.

11. The question of reducing the statistical and other matter now published in the Gazette and of reducing the free supply lists is engaging attention separately.

B. VENKOBA RAO,
General Secy. to Govt.

Registered No. M.—1175

The Mysore Gazette.

Vol. 57.] PUBLISHED BY AUTHORITY. [No. 35.

BANGALORE, THURSDAY, AUGUST 31, 1922.

☞ Separate paging is given to the Parts in order that they may be filed as distinct compilations.

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